

THE IMPROVEMENT OF AN IN-SERVICE EDUCATION PROGRAM
THROUGH THE USE OF FOUNDATION FUNDS

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	1
Need for the Study	2
Basic Assumptions	3
Purposes of Study	3
Limitations of Study	4
Procedures Used in the Study and Sources of Data . . .	4
Organization of Study	6
II. MOREHOUSE PARISH AND ITS SCHOOL SYSTEM	7
The Parish School System	9
The School Program	12
In-Service Education Prior to 1956	13
Summary	15
III. AN INDUSTRY BECOMES INTERESTED IN HELPING SCHOOLS STRENGTHEN THEIR TEACHING PROGRAM	16
IV. THE MOREHOUSE PARISH SCHOOLS LAUNCH AN ENRICHED AND BROADENED PROGRAM FOR IMPROVING IN-SERVICE EDUCATION	26
V. A CONTINUING PROGRAM OF IN-SERVICE EDUCATION IN MOREHOUSE PARISH, LOUISIANA, SCHOOLS	40
In-Service Study of Professional Problems by	
Faculty Groups	41
Pre-School Workshops for Teachers and Parents	44
Professional Growth Days	51
Principals' Study Group	64
Parish-wide Curriculum Meetings	69
Special Study Groups in Subject Matter Areas	88
Special Studies by Individual Teachers in State and Regional Workshops	96
Visitation, Observation and Study in Selected Schools .	101
Experimentation by Teachers and Principals	108
Workshop for Principals	120
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	126
Summary	126
Conclusions	135
Recommended Policies	135

TABLE OF CONTENTS (Continued)

	Page
BIBLIOGRAPHY	137
APPENDIX A	138
APPENDIX B	151
APPENDIX C	168
APPENDIX D	175
APPENDIX E	178
APPENDIX F	183

LIST OF TABLES

Table	Page
I. Morehouse Parish White Schools 1957-1958	11
II. Data Relating to August 1956 Pre-school Workshop at Bastrop, Louisiana, High School	46
III. Data Relating to August 1957 Pre-school Workshop at Bastrop, Louisiana, High School	49

CHAPTER I

INTRODUCTION

In-service education of classroom teachers and administrators in the public schools of the United States continues to be a problem of vital concern to many educators. A continuous study of one's work is now taken for granted in many areas of industry, business, and the professions. In the field of education curriculum planning through in-service education programs holds a position of prominence in numerous school systems. Many administrators are seeking information and are trying out new methods and techniques for improving their in-service education programs. They want to know how to start and how to organize; what activities to use; how much the program will cost; and how to secure the participation of all. They believe that an organized program of in-service development for teachers and administrators is essential to every school system, and that it is impossible to conceive of pupil growth without teacher growth.

Statement of the Problem

The study is concerned with how a public school system used financial support from a foundation to improve an in-service education program. The study is specifically related to the use of funds from the International Paper Company Foundation by the public schools of Morehouse Parish, Louisiana.

Need for the Study

While many school systems today have some type of organized program of in-service education for their teachers and administrators, few systems budget sufficient funds to provide adequately for a broad, comprehensive, and continuous in-service education program for all school personnel. Few, if any, school systems have received foundation support to finance in-service programs.

Early in 1956, the school officials of Morehouse Parish, Louisiana, were offered an opportunity to request a sum of money from the International Paper Company Foundation to be used for the purpose of improving instruction in the secondary schools of the parish. Because of plans and practices of in-service work already in existence in Morehouse Parish, a plan which involved all teachers in grades one through twelve in the fourteen schools of Morehouse Parish and which provided for ten different types of in-service experiences was developed, presented, and approved. Those persons involved in the planning believed that all teachers and all schools needed to be included in the in-service program.

Since financial assistance from a foundation might cover a period of several years, the supervisor of the Morehouse Parish schools felt a need to study the use of financial support from a foundation for an in-service education program. The supervisor also believed that a written description of the program as it developed in Morehouse Parish might be helpful to other schools who are considering in-service education programs. Since a number of private industries have established foundations to support and to encourage projects for improvements in various fields and since there is reason to believe that the number will increase, the written description

valuable to other school systems which may receive financial support from various sources and may want to use it for improving their in-service education programs.

Basic Assumptions

In pursuing this study of the use of financial support from a foundation to improve an in-service education program in a public school system, certain basic assumptions regarding modern concepts of teacher in-service education were necessary.

The following assumptions form the bases upon which the present study is undertaken:

1. Cultural changes and continuing improvements in professional knowledge have increased the need for in-service education for all school personnel.
2. A broad, comprehensive, continuous in-service education program for all school personnel can result in an improved quality of instruction.
3. Financial support from foundations can contribute to the improvement of in-service education programs.

The supervisor believed that a plan for a broad and comprehensive in-service education program for all school personnel, which was developed cooperatively and financed adequately by a foundation, would result in an improved quality of instruction.

Purposes of Study

This study, which reports the use of financial support from a founda-

proposes to show how a public school system can plan and develop procedures for using financial support from a foundation to improve an in-service education program and to demonstrate how an in-service education program can be enriched and broadened by using financial support from a foundation.

Limitations of Study

Certain limitations were apparent because of the nature of the study and of the method of gathering data. The following limitations were accepted:

1. The study covers only two years, 1956 - 1958, of a project which will be continued for several additional years.
2. The sources of the data used in the study are limited mainly to observations and anecdotal records. The data are, therefore, subjective in nature.
3. The study is confined to one school system with approximately two hundred teachers in Morehouse Parish, Louisiana.
4. The study deals with an in-service education program for white teachers.

Procedures Used in the Study and Sources of Data

A narrative descriptive procedure was used to tell how financial support from a foundation was obtained and used by a public school system to improve its in-service education program.

The supervisor guided groups of teachers in making surveys of school needs, helped develop plans for broadening and enlarging an in-service education program for school personnel in Morehouse Parish, appointed committees to work with him in developing plans for each in-service

rity, kept anecdotal records of the in-service program, and secured evaluations from the participants.

Data were secured from many sources. Pamphlets, circulars, and reports from the International Paper Company Foundation and from Alabama Polytechnic Institute supplied information concerning the initiation of the project.

Minutes of meetings, recorders' reports, and records of plans and decisions were sources of information for describing the development of the in-service program. The anecdotal records of the supervisor's role in the project provided additional data. Some data were obtained from individual records of teachers and from materials produced by study groups.

Resource people from Alabama Polytechnic Institute and the many participants who worked in the in-service education project supplied the researcher with other information used in the study.

Evaluations which were secured from all participants in the various in-service education activities provided suggestions for making improvements in the in-service education program.

The parish supervisor has worked in the Morehouse Parish school system for twenty-six years as teacher, principal, and supervisor of instruction. The knowledge gained from these experiences has been invaluable in supplying data concerning Morehouse Parish, its school system, and its in-service education program.

From the records that were kept during the years 1956-1957 and 1957-1958, and from the knowledge gained through active participation in all phases of the educational program in Morehouse Parish, the supervisor recorded in narrative style how the project began, what the program

ities.

Organization of Study

Morehouse Parish, Louisiana, and its school system are described in Chapter II. The geography, resources, history and settlement, business industry, school system, and in-service education program prior to 1960 are the major topics treated. These are described to give an over-
background setting for the study.

In Chapter III, the story of how an industry became interested in helping schools strengthen their teaching programs is told. The organization of the foundation, the foundation's search for ways to serve a number of school systems, and the development of policies by which the project operate are described.

How the Morehouse Parish Schools launched an enriched and broadened program of in-service education is described in Chapter IV. The program of in-service education, as prepared by the representatives from Morehouse Parish school system, is included in the chapter.

In Chapter V, the on-going program of in-service education in Morehouse Parish Schools is described. Ten in-service activities are included in the program.

MOREHOUSE PARISH AND ITS SCHOOL SYSTEM

The parish of Morehouse is located in Northeast Louisiana, approximately 200 miles north of the Gulf of Mexico and 250 miles northwest of Orleans. East and West Carroll parishes separate the extreme corner of Morehouse from the Mississippi River which is about fifty miles distant. The parish has two distinct geographical divisions, the rich alluvial lands, usually referred to as "Mississippi delta land," and the long hill lands common to North Louisiana. The hill lands in the parish comprise approximately 167,000 acres and the delta lands 347,000 acres.

Morehouse Parish was created in 1844, when Ouachita Parish was abolished by the Louisiana Legislature. It was named for Abraham Morehouse, a Kentuckian, who played a major role in its development. Mer Rouge, the first settlement, was begun in 1806, and other settlements had been established by 1840. All of the present communities and towns had been established by 1860. When the parish was created, Bastrop was designated the parish seat. It is a business and social center and has grown from a small farming village in 1920 to one of the more important industrial centers of Louisiana.

The 1950 census lists the population of Morehouse Parish as 32,038 which represents an increase of 16.2 per cent over the 1940 population. The white population, urban and rural, is descended largely from the

inal settlers of North Louisiana, most of whom came from the Caroli
gia, Kentucky, and Tennessee. In industry, there are some people i
gement and skilled labor from other sections of the country. The
o population, almost exclusively descended from former slaves, occu
mportant part in the economy of the parish. Many of the Negroes ha
me successful landowners, business and professional people, and ski
ers. They continue to supply much of the labor required on the far
large majority of the Negro population is found in the rural areas
total increase in population has been consistent. There has been a
tuation in the white and non-white population growth with a decreas
he non-white between 1940 and 1950. At present the number is fairl
ly divided.

The census of 1950 shows that about fifty per cent of all families
parish own their homes. Practically all of the farm owners and
age dwellers are included in this group. Share croppers, renters
he plantations, and renters in the city of Bastrop comprise the maj
of the non-home owners. There has been very little shifting of pop
within the parish. Bastrop, the parish seat, received the largest
in population, and its growth is continuing. This may be attribut
art to industrial expansion during the past few years.

The parish is primarily an agricultural area, and excluding the
strial city of Bastrop, the basis of growth of its towns and rural
unities has been farming. The soil and climate are best suited for
cultural products. The major crop is cotton, but in recent years
k raising has become more and more important and threatens the
emacy of cotton as a source of income.

mills located in the parish provide a ready market for hardwood and pulpwood trees. Reforestation is practiced on a wide scale.

The major manufacturing industry is paper making. The Southern Kraion of International Paper Company has been operating two mills in op since 1927. Since 1944 their combined production capacity has ased from about three hundred to more than one thousand tons of papood pulp products a day. Two subsidiaries of the paper mills, Bagrion, which manufactures pasted bags, and Single Service Division, wpaper milk containers, were added in January, 1945 and 1947, respey. The Bagpak Division produces each month approximately eight mil-wall bags, which are used to package such commodities as lime and t. The Single Service Division has a production capacity of more sixty million Pure Pak milk containers a month. In 1957, the two mills and subsidiaries purchased ten million dollars worth of pulp paid 3,000 employees more than ten million dollars, and handled 0 inbound and outbound freight cars.

In Louisiana the police jury is the governing body in each parish. olice jury in Morehouse Parish is responsible for the parish roads, ry, health and sanitation, certain taxes and bond issues, property, pecial projects such as drainage maintenance. Further local govern is provided in the five towns of the parish, since each is incor-ed and has a mayor and a city council. The parish seat, however, e only community which has a city judge and a police force.

The Parish School System

In Louisiana, the parish (county) is the school administrative unit

olice jurors. The school board is primarily a policy-making body policies usually expressed in the form of written rules and resolutions. Such policies have the force of law in the courts and, as a result, the school board is actually a legislative body when it is in session. Morehouse Parish has thirteen members on the school board; one is elected for a six-year term. The terms are staggered so that one-third of the members are elected each two years in order to give continuity needed in such a body. The board selects a superintendent for a four year term, to whom it delegates much of its responsibility and authority. With the assistance and advice of the superintendent and his staff, the board determines the size and location of schools; employs and assigns all school personnel; builds school buildings; and purchases equipment and supplies. The school board is also a deliberative body, in that it must solve problems and decide upon issues which are related to educational services which the people want.

The administration of the parish schools is the direct responsibility of the superintendent under the direction of the school board. He is assisted by an administrative staff composed of one assistant superintendent who is business manager, one white supervisor, one Negro supervisor, one music supervisor, one visiting teacher, one lunch room supervisor, and fourteen principals. The administrative staff concerns itself with both administrative and policy-making matters.

The Morehouse Parish school system is composed of fourteen schools for white children and nine schools for Negro children. Only schools for white children are included in the study since the study deals specifically with an in-service education program for white teachers. Eight of the

h. Six of these schools are elementary, grades one through six; one junior high school, grades seven and eight; and the other is a senior school, grades nine through twelve. Two more elementary schools are located in rural areas of the parish. A combination elementary school and junior high school is located in each of the four towns, Mer Rouge, Bonita, Baston, and Oak Ridge.

Table I, "Morehouse Parish White Schools," summarizes data concerning the present number of schools, the grades taught in the school, the enrollment, and the number of teachers in each school. All but two of

TABLE I

MOREHOUSE PARISH WHITE SCHOOLS, 1957-58

<u>Name of School</u>	<u>Grades to be taught</u>	<u>Enrollment</u> <u>Elem.</u> <u>Jr. High</u> <u>H.S.</u>	<u>Total</u>	<u>Teachers in each school</u>
Op High	9-12		874	37
an	1-8	129		7
a	1-12	219	85	16
al Jr. High	7-8	719		25
r Ridge	1-6	180		6
aston	1-12	127	46	10
Side	1-5	413		15
y	1-6	75		3
ouge	1-12	193	64	14
ill	1-6	175		6
ldge	1-12	59	27	8
rove	1-6	163		6
Side	1-6	566		20
Side	1-6	483		18

one hundred ninety-one teachers in the Morehouse Parish schools have at least four years of college preparation and hold professional teaching certificates in the field in which they work. Several faculty members have more than half of the teachers with master's degrees. Many teachers are presently working toward higher degrees.

The School Program

Each elementary teacher in the Morehouse Parish schools works with a group of children throughout the day. There are one hundred sixty contained classrooms. In three high schools, the eighth grade is the last of the high school and is taught on a departmentalized basis. The curriculum of each elementary grade consists of social studies, language arts, arithmetic, science, and health, and creative and fine arts. The school day is roughly divided into four parts and a fourth of the day is devoted to each of the four areas.

The large unit method of teaching is used in the social studies and the science areas. Teachers of each grade level prepare annually a selected list of titles of units both in social studies and in science. Teachers may choose from this list units which are appropriate or they may develop other units which they feel are needed.

Teachers attempt to discover the skills needed by children while working on the social studies and science units. For those children who need special help on certain skills, time and help are provided.

In many schools, there is an abundance of assorted equipment and material for both work and play. Materials and supplies such as pencils, library books, textbooks, and audio-visual aids (maps, globes,

Many additional materials and supplies are purchased through the State Department of Education from surplus textbook money. The parish school board budgets money to buy physical education equipment, library books, science supplies, and art materials.

The one junior high school, with grades seven and eight, located in Bastrop, uses a core curriculum design. A student spends a half day with the core teacher. The problem-centered approach is used with social studies and language arts integrated. During the other half day the student studies mathematics, participates in physical education, and may choose one subject from a group of electives, such as industrial arts, art, vocal music, science, band, and home living.

The number of units offered in the five high schools varies according to the size of the school. Bastrop High School, with an enrollment of nine hundred students, offers forty-five units. Oak Ridge High School, with an enrollment of only twenty-seven high school students, is able to offer twenty-nine units.

Many of the high school teachers use the large unit method of instruction. Most of the teachers try to provide for the individual differences that are found in all classrooms. Several teachers are using action research to determine good teaching procedures.

In-Service Education Prior to 1956

The in-service education program of Morehouse Parish Schools, prior to 1956, consisted of several in-service activities. Some of these activities were officially sponsored by the school board and all of them had its approval and financial support. A local workshop was held each year in August for all teachers who desired to participate. A large

percentage of the teachers attended each year. Following the workshop a pre-school planning week was held in each school. All teachers were required to attend and were paid for the week.

In September, 1945, the supervisor of instruction formed two child study groups in Morehouse Parish. Six additional groups were organized in the fall of 1946, with the two study groups of the previous year functioning at the second-year level. The formation of additional child study groups each year since that time has continued. Fewer groups have been organized, however, and a smaller number of teachers have participated in the direct study of children in recent years.

In June, 1947, several school systems in North Louisiana which were interested in furthering the child study program pooled their resources and arranged to have a two-week workshop at Louisiana Polytechnic Institute, Ruston, Louisiana. The workshop has been continued on the same basis, at the same time and place, each succeeding year. Morehouse Parish has been represented by a number of teachers every year since the workshop was begun.

The membership of the principals' study group includes all white principals and the central office staff. Over a period of many years, the group has met in regular monthly sessions, devoting, at least, two hours to professional study.

While the parish planning committee is not a study group, since its function includes in-service planning, it is considered a part of the in-service organization. In 1944, the supervisor asked a few teachers to help with arrangements for a workshop. The committee thus formed was continued for that purpose and later came to be known as the parish planning committee.

By 1956, each faculty in the fourteen white schools was carrying on some kind of organized program of study for the purpose of improving instruction.

Summary

From the facts presented, one may conclude that Morehouse Parish is a fairly typical community which formerly was almost exclusively rural and agricultural but which, in recent years, has become more and more industrialized. At present, about half of its population is rural, with approximately fifty per cent of its people depending upon agriculture for a livelihood and thirty per cent of the employed persons working in industrial plants. A tendency toward continued urbanization is noted, resulting from industrial expansion in the region and the increased mechanization of the farms.

The parish school system, of which the administration, organization, physical facilities, and school program have been described, is based in general upon the concept of the needs of a democratic society and upon the present educational theories of pupil learning, growth, and development.

The in-service education program in Morehouse Parish prior to 1956 consisted of in-service study by faculty groups, pre-school workshop for teachers and parents, professional growth days, and a principals' study group. These activities had been provided for a number of years. The modern concept of in-service education was not new to the teachers of Morehouse Parish.

CHAPTER III

AN INDUSTRY BECOMES INTERESTED IN HELPING SCHOOLS STRENGTHEN THEIR TEACHING PROGRAMS

In 1952, the International Paper Company Foundation was organized. The foundation is a non-profit agency, designed to help support charitable, scientific, and educational organizations and institutions. For a period of approximately three years, the Foundation engaged in the usual types of community programs—aiding local public health, social welfare, recreational and other civic activities. It confined its contributions largely to the Red Cross, the Community Chest, and similar organizations in the Company's mill and plant communities.

The International Paper Company Foundation originally sought to assist secondary school graduates directly through a college scholarship program. After formulating a scholarship program, the Foundation decided that it would delay putting it into effect and would attempt to develop a program that would render assistance directly to secondary schools in the fourteen southern communities where International Paper Company plants are located.

At this point the International Paper Company Foundation faced a very specific question: How can secondary school teaching be improved in these communities through Foundation assistance? The answer to this question really constitutes the story of a Foundation's search for ways to serve a number of communities and school systems. Before proceeding with its

program, the Foundation deemed it wise to seek professional advice. Numerous approaches had to be defined and evaluated. Satisfactory relationships with the school systems had to be established. Coordination of developments in the various school systems had to be provided for. Finally, specific steps were taken to develop the project.

The focusing of the Foundation's interest on secondary education called for the expenditure of much time and energy in determining how a project should be initiated. The Foundation's initial explorations to determine the desirability and feasibility of using some of its resources to assist public schools took place early in 1955. It sought the advice of Dr. Will French, of Teachers College, Columbia University. He suggested that the Foundation secure the help of Dr. Truman M. Pierce, then director of the Southern States Cooperative Program in Educational Administration, concerning a program in the fourteen school systems serving the Company's southern mill communities. Late in July, Mr. William A. Hanway, President of the International Paper Company Foundation, and Mr. John Tower, Vice-President of the Foundation, spent a day in Nashville discussing with Dr. Pierce the desire of the Foundation to assist in the improvement of secondary education in communities served by its mills. At this point two basic agreements were reached:

1. The local school systems and communities concerned would be involved directly in all stages of the proposed program. Specifically, they should have a voice in determining the advisability of a program of aid to schools and the nature of the program if such aid seemed desirable.
2. Dr. Pierce and his staff agreed to assist the Foundation in making plans for such exploratory work as might seem feasible for the purpose of determining ways and means of expressing the Foundation's interests in a program of assistance.

Subsequently, Dr. Pierce continued the discussions inaugurated in Nashville in a one-day conference with Mr. Hanway and Mr. Tower at their

offices in New York City. Dr. Pierce was invited to meet with mill managers in the Southern Kraft Division of International Paper Company and officials of the home office in Mobile, Alabama, for the purpose of exploring with these officials the projected program of aid to secondary schools in the southern communities in which the International Paper Company had mills. This meeting was held on November 10, 1955. At this conference the group agreed that a logical next step would be for school officials from the school districts which might be involved in the project, officials of the various plants in the South, officials of the International Paper Company Foundation, and staff members of the School of Education at Alabama Polytechnic Institute to come together for a conference to consider the proposals which have already been stated. Dr. Pierce and his associates were asked to make the necessary preparations for this conference. These plans culminated in a January 5th and 6th, 1956, meeting at Auburn, Alabama. At this meeting school officials, plant managers, School of Education personnel of Alabama Polytechnic Institute, and Foundation officials agreed upon the following plans which actually launched the International Paper Company Foundation's Project in Secondary Education.

1. A program to aid teaching in the secondary schools of the International Paper Company communities in the South should be undertaken.
2. The program should be flexible as to time, financing, and form.
3. The specifics in the program should originate in the thinking of each participating local community.
4. The program should stimulate local initiative and effort by involving community groups in a comprehensive and continuing program of school improvement. (The group considered the creation of citizens' committees as one device for achieving this objective.)
5. Additional information about the participating schools and communities should be collected, organized, and interpreted.

as a basis for identifying the educational needs which the recommended program will seek to meet.

6. The School of Education of the Alabama Polytechnic Institute should serve as a liaison and coordinating agency for the over-all program, accept responsibility for developing and placing in the hands of superintendents fact-finding materia for guidance in carrying out the initial self-study, assist local schools and school systems in initiating, carrying out and interpreting the initial fact-finding study which was recommended as a first step in the development of the progra of aid to teaching, accept major responsibility in the preparation of a written summary of findings, needs, and recommendations growing out of the initial survey, and begin making plans for implementation of program improvement growi out of initial self-study through special workshops for selec secondary school teachers and principals to be held on the Alabama Polytechnic Institute campus during the summer of 19
7. Each local school system should acquaint its communities wit the proposed program, begin planning and organizing for a lo range program of school improvement involving both lay citiz and school personnel, and work with the Alabama Polytechnic Institute research staff in the collection and interpretatio of data relative to the educational needs of schools, the se systems, and the communities which they serve.
8. The International Paper Company and the International Paper Company Foundation should assist local school authorities in interpreting the Foundation's program to the local communiti involved in the study, be available to assist local school authorities in planning for the involvement of lay citizens in the project, and work closely with the local schools and the Alabama Polytechnic Institute staff as efforts are made project reasonable courses of action in view of available Foundation resources.

Thus, the International Paper Company Foundation, with the assis of a public institution of higher education, and with the cooperation local school officials, launched its project in secondary education.

As the interest of the International Paper Company Foundation be to take shape in form of a program of assistance for fourteen public s systems, the need for a clear statement of policy became imperative. ful attention was given to the formulation of policies which would ser the three groups involved in the project--the Foundation, the particip institution of higher learning, and the school systems. Policies were

needed so that each of the cooperating groups could define its own area of responsibility and make a maximum contribution to the project. These policies, which were subsequently revised, are expressed below as the "positions" of the Foundation, the participating institution, and the school systems, and as general operating policies applicable to all agencies concerned:

The Position of the International Paper Company
and the International Paper Company Foundation

The following policies state the position of the International Paper Company and the International Paper Company Foundation. They were formulated by Mr. William A. Hanway, President of the International Paper Company Foundation, and Mr. I. Y. East, Coordinator of Pulp Mills, Southern Kraft Division, International Paper Company. These policies have been amended slightly as a result of discussions and subsequent agreements.

1. No criticism of the schools is involved or implied.
2. No interference with local school authorities is intended or desired.
3. Assistance will be confined to the school systems serving International Paper Company mill towns.
4. Assistance will be confined to projects having a major emphasis in secondary education (grades 7 - 12).
5. The interest of the foundation is in the instructional program. No grants will be made for such activities as band and athletics.
6. The program should be a cooperative venture involving local lay and professional groups.
7. The program should be flexible from community to community and from year to year.
8. A basic purpose of the program should be to awaken community-wide interest in public school improvement.
9. The Foundation has no definite program to offer.

10. The Foundation does not intend to assume any financial obligation normally incumbent upon boards of education (i.e., buildings, salaries, etc.).
11. Assistance will be given for limited, temporary personnel, supplies, and instructional equipment needed to carry out a project. (No Foundation funds will be used for the employment of permanent staff personnel.)

The Position of the School of Education

Alabama Polytechnic Institute

The position of the School of Education at Alabama Polytechnic Institute is represented by the following policies. Some of these policies express the interests of the School of Education; others point out the specific functions which will be discharged by the professional staff of the School of Education.

1. The School of Education is dedicated to the concept of school improvement through local initiative and local effort.
2. The expressed interest of the Foundation in helping the schools to help themselves would seem to indicate that a long-range cooperative program--involving both lay citizens and professional educators--is a promising possibility.
3. The services of the School of Education will be made available to interested and participating school systems.
4. The proposed program of aid to teaching poses the possibility of major experimentation in the field of teacher education; also, it could develop into a key experiment involving cooperation among industry, local school systems, and teacher training institutions for school and community improvement.
5. The School of Education at Alabama Polytechnic Institute will act as a dispersion agency for the Project in Secondary Education, receiving Foundation funds and distributing them to local school authorities in accordance with accepted and approved budgets.
6. The School of Education at Alabama Polytechnic Institute will perform the following functions and services in fulfilling its role as the coordinating agency in the Project in Secondary Education: Planning, Coordination, Communication, Implementation Procedures, Research, Evaluation, Budget, Resource Personnel.

The Position of the Participating
Local School Systems

Representatives of the local school systems expressed several points which described their position in reference to the project in secondary education. The points on which the local representatives were in general agreement are as follows:

1. The local school systems appreciate the support of the Foundation in assisting local school systems improve the educational opportunities which are available to boys and girls.
2. The representatives of local school systems appreciate the position of the International Paper Company Foundation and the role of the coordinating institution as expressed in the statements of policy.
3. The local school systems assume the responsibility for identifying and developing projects and proposals which will attempt to improve instruction in secondary education.
4. In carrying out their respective projects, the local school systems may identify any and all resources which they wish to utilize, including the selection and use of consultants.
5. In conducting their project, local school systems will endeavor to cooperate with other systems on the acquisition and use of consultants and other resources when proposals are similar and when such cooperation is feasible. This, however, will depend upon the initiative of each local school system.

General Operating Policies

In addition to the above policies which reflect the positions of the agencies involved in this cooperative endeavor, several policies were agreed upon which govern the operation of the Project. These policies concern the procedures which suggest certain relationships which should exist between and among these agencies.

1. An operating budget will be established at Alabama Polytechnic Institute which will defray the costs of that agency's rendering the functions and services described on preceding pages. It will also enable local school officials to be brought together at appropriate times during the year for planning and other activities essential to conducting the Project.

2. A coordinator of the Project in Secondary Education shall be designated who will be a member of the institution's professional staff. He will visit local projects in carrying out the functions described on the preceding pages. An individual can discharge this function, or an individual and a staff can work in such a way as to render the needed amount of service in a more flexible kind of arrangement.
3. It was agreed that summer workshops, involving scholarships for teachers, would not be incorporated in local projects but would be considered separately.
4. Each local school system is obligated to administer its budget in accordance with the basic principles and spirit of budgeting. (No money should be spent on items not included in the budget. No new items can be added without prior approval. Transfers involving limited amounts of money can be made by the local school officials. Transfers of funds other than limited amounts should be made after prior consultation with the coordinating agency and, if necessary, the Foundation officials.)
5. Records of disbursements will be kept in accordance with local board policy and state laws.
6. An annual financial report will be supplied the coordinating agency. The financial report should also reflect activities which have been conducted in accordance with the purposes of the Project.
7. A statement of policies as revised and agreed upon by all agencies involved will be made by the Alabama Polytechnic Institute staff and distributed.

In this manner the International Paper Company Foundation launched its project in secondary education. It mobilized professional resources to deal with problems of local school systems and to coordinate activities in these systems. It placed responsibility upon the personnel in local school systems to identify problems in secondary education and to project ways of dealing with them.

When the International Paper Company Foundation sought to develop a program in secondary education, it realized that the success of such a project would depend upon the extent to which the real issues in instruction were dealt with. Inasmuch as the Foundation did not have a qualified staff to work in a program of this nature, representatives of the Foundation

felt that some provision should be made for this type of service. Obviously, the professional staffs of the local school systems involved would play an important role in the project; however, they could not be expected to give full time and consideration to many of the problems which would emerge. They have other jobs to do--the actual conducting of instruction from day to day. Likewise they would be extremely close to the problems in one system but entirely removed from the problems of another system. There were other problems, too, with which the Foundation needed assistance. For example, the Foundation needed to determine how it, as a corporate body, could and should relate itself to these several public school systems. Many of the developments described, such as the clarification of the Foundation's interest in improving instruction, the development of policies, and the identification of resources needed in the project, were challenges that the School of Education at Alabama Polytechnic Institute sought to meet.

One of the early characteristics of the Foundation's Project in Secondary Education was its original and unique approach to problems in instruction in secondary schools. The Foundation did not set out specific things to be done in the secondary schools. It likewise did not wish simply to make grants to be used as these school systems saw fit for band uniforms, trips, athletic equipment, and the like. The Foundation's approach in dealing with the school systems involved was intended to be a developmental one. That is, the approach to be employed, as well as the specific activities that would eventually be carried on in the school systems, was not stated at the outset. The Foundation relied upon the Alabama Polytechnic Institute for giving this direction to its project and, obviously, this kind of service would need to be a continuing one.

The Alabama Polytechnic Institute School of Education staff developed

self-study instrument for use by each participating school system. This instrument consisted of a series of questionnaires which, when answered in sequence, was designed to help the local school personnel think through and develop insights into their program of instruction. In addition, the State of Education assumed responsibility for working with each school system as it engaged in a self-study of its instructional program. The State of Education undertook responsibility to relate one activity to another and to work out various problems that emerged as the program progressed.

CHAPTER IV

THE MOREHOUSE PARISH SCHOOLS LAUNCH AN ENRICHED AND BROADENED PROGRAM FOR IMPROVING IN-SERVICE EDUCATION

In Chapter III, the story of the Foundation project was told up to the point where each school system was ready to develop plans for improving instruction, based on the results of studies which had been made by each faculty. In this chapter, the proposal for improving an in-service education program, as developed by the representatives from Morehouse Parish, is given and the policies governing the operation of the project, as worked out at the Planning Conference at Alabama Polytechnic Institute, are included.

A three-weeks' Planning Conference for the Improvement of Secondary Education was held at the School of Education, Alabama Polytechnic Institute, in Auburn, June 26 - July 17, 1956, under the direction of Dr. W. L. Davis, Professor of Education, Alabama Polytechnic Institute. Each of the fourteen school systems serving communities where the International Paper Company has plants sent representatives to the conference. A high school principal, a junior high school principal, and the supervisor of instruction of Morehouse Parish school system attended this conference. There were about forty representatives in attendance.

Early in the spring of 1956 each school system, using a series of questionnaires prepared by the School of Education staff of Alabama Polytechnic Institute, conducted a self-study and analysis of its instructional

program. The conference dealt directly with the needs of these school systems as revealed by the self-study conducted by each system, an exploration of how the needs could be met, a search for productive guides to instructional improvement, and the formulation of a practical program of foundation assistance.

One person from the central office of each school system and one representative from each participating white high school were invited to attend. Those persons who had taken an active part in the self-study phase of the project were generally those who were selected to work in the Conference. They were paid for their travel and subsistence.

These forty people reviewed the data which had been collected on their school systems. In view of these data and the intimate knowledge which the participants had of their school systems, the conference members isolated some of the most critical problems currently facing secondary education. They consulted with each other, with the Workshop staff, and with other resource persons in the School of Education at Alabama Polytechnic Institute. The representation from these school systems then formulated tentative proposals for the improvement of secondary instruction in their school systems. The proposals were presented to the entire conference for criticisms and suggestions. After needed revisions had been made, the proposals were again presented to the entire conference.

In each actual proposal, the school system suggested a plan for improving instruction and stated in the proposal: (a) the purpose of its project, (b) its significance, (c) the plan of work of the activities involved, (d) the resources needed, (e) the means of evaluation, and (f) a budget.

When the proposals for improving instruction in these school systems

finally completed, they were submitted to the School of Education at the Polytechnic Institute where they were brought together as a total unit in secondary education and then submitted to the Foundation for financial support. The total Project was approved by the Foundation, and funds were made available for initiating it during the 1956-57 school year. The proposal for improving instruction as prepared by the representative from Morehouse Parish school system and submitted to the staff meeting conference follows:

A PROPOSAL FOR PROJECT SPONSORED BY INTERNATIONAL PAPER
COMPANY FOUNDATION

Part I: General Purpose

General Purpose: To Improve Instruction Through An In-Service Education Program.

- The only way instruction can be improved is through teacher growth. Growth of a teacher occurs when the individual teacher becomes concerned, wants to improve, and has the kinds of experiences which result in self-development.
- The proposed project as outlined has as its major purpose the improvement of instruction. The approach is the provision of a broad, comprehensive, continuous in-service education program for all school personnel.
- Much study, research, and experimentation have shown that teachers become better teachers as they participate actively in in-service education programs. As the teacher grows and develops, instruction improves and boys and girls are provided better opportunities for learning.
- The proposed program does not represent a new one, as several of these experiences for teachers have been provided for a number of years. With additional funds we believe that increased help will result in greater opportunities for teachers to attain these goals:
 1. The teacher must grow and develop as a person.
 2. The teacher must work toward increased skill in teaching.
 3. The teacher should grow in her understanding of youth and their needs.
 4. He should increase his knowledge, understanding, and skill in many fields.

6. The teacher must develop a broad understanding of the society in which he lives and of the needs of youth in that society.
7. He must consistently strive to become a better adjusted person.

II. Major Problem: How to Meet the Needs of Every Boy and Girl in the Schools of Morehouse Parish

- A. The major problem, How to Meet the Needs of Every Boy and Girl in Morehouse Parish, has been selected as a result of careful study by school faculties.
- B. The results of study and experience have suggested that the following are three ways in which a school can meet the needs of boys and girls:
 1. The faculty and administrators must develop a curriculum to meet the needs of all children. Such a curriculum would provide various subject matter areas to enable the child to choose or to be guided into a field in which he possesses interest, aptitude, and ability. A child's program of work must be based on much knowledge of the child, his abilities and interests, and the needs of society.
 2. The curriculum must provide for all needed experiences, sufficient in both quality and quantity. These experiences must be based on an increased understanding and skill on the part of the teacher, and the child must be involved in the planning of the experiences. There must be growth on the part of the teachers in their ability to provide the experiences needed by the youth of today. All experiences must be based on an increased understanding of how learning occurs.
 3. Teachers must provide in the school and in the community extra-curricular experiences that meet the needs of each student in relation to the needs of society. These experiences must represent the products of plans developed by the joint efforts of laymen, teachers, students, and professional people working together.

Part II: Significance and Justification of Project

I. Our Problem Is Significant.

The school personnel feel that the problem selected to be worked on in the in-service education program is significant because:

1. The plan is based on the principle of teacher growth as a means of improving instruction. Alexander and Halverson say in their recent book, Effective Teaching in Secondary Schools, "Improvement of the teacher himself is both a means and an end in the

improvement of the instruction."¹

This statement can be amply documented by authorities in the field and by research. All of the ten proposed ways of working have as a goal the improvement of the teacher.

2. The plan is a statement of where the teachers in Morehouse Parish are in their thinking as a result of an on-going, continuous in-service education program engaged in by all school personnel. The problem has been arrived at through careful study and thought by all concerned.
3. All of the proposed experiences for teachers are directly related to the achievement of the purpose--the improvement of instruction in the Morehouse Parish schools.
4. In the plan several approaches toward the goal of teacher growth are launched simultaneously from different angles.
5. The plans up to this point have involved many people. More detailed plans cannot be developed at present. During the August Workshop for Teachers and Parents, planning will be resumed. Throughout the year, teachers in large and small groups will look at their problems, study them, propose ways of solving their problems, try out their proposals, and keep accurate data to learn what works and what does not.
6. The problem selected by the teachers, "How Can We Meet the Needs of Every Boy and Girl in Our School," is a pertinent one. Alexander and Halverson say,

"There is a very wide gap between educational practice and research which might be narrowed greatly by more consistent and widespread effort of teachers to put into classroom practice the discoveries of better materials and techniques. For example, exact knowledge of the great range of individual difference among children and youth in school has been accumulating for a generation. Paralleling the development of this knowledge has been a large amount of research on ways of dealing effectively with individual differences in the classroom."²

"The one and only way that better teaching can be done is for teachers themselves to work for continuing improvement. This is our responsibility and our opportunity.

"It is our conviction that each teacher has to work out

¹W. M. Alexander and Paul Halverson, Effective Teaching in Secondary Schools (New York, 1956), p. 494.

for himself the best ways of seeking self-improvement; but that he has no choice, ethically, other than to continue the quest for improvement throughout his career."³

We need the help and cooperation of all concerned. It is our hope that this undertaking will point the way to rich rewards of teaching that becomes ever more effective and ever more satisfying for teachers and learners alike.

Part III: Plan of Work

The following plan of work has evolved from past studies and is used as ways of achieving our purpose:

Experiences to Promote Teacher Growth

In-Service Studies by Faculties

Project A: How Can We Know and Understand Better Each Child in the School?

These are guides to serve in the planning of the project by the faculty.

1. What do we need to know about each boy and girl?
2. How can we find out what we need to know?
3. How can we make the best use of this knowledge?
4. How can we evaluate the results of our efforts?

Work Plans: The following are possible ways of securing information about each child:

1. A carefully planned, continuous, comprehensive testing program is important when the teachers use the compilation and interpretation of the test data to meet pupils' needs.
2. Home visitations are another source of information.
3. Cumulative records (health, personal, family, clinical, academic, etc.) yield valuable facts about children.
4. Autobiographies may provide the basis for a clearer understanding of children.

Procedures and Organization: The faculty study groups hold weekly two-hour meetings on each Tuesday afternoon.

1. On the second, third, and fourth Tuesdays, school is dismissed at 2:30 p.m. and a group meeting is held by each faculty.
 2. On the first Tuesday of each month school is dismissed at 2:00 p.m. and a parish-wide meeting of all teachers is held from 2:30 - 4:30 p.m.
-

- D. These contributions are being made by the local system:
1. The system utilizes local and state consultants.
 - a. It provides time for meetings and work.
 - b. It spends \$1,000 for consultants.
 2. The system provides \$1,000 for tests and materials.
 3. The system utilizes consultants from publishers of tests.
- E. The following additional help is requested of the Foundation:
1. There is a need for consultative services in guidance three times a year for two days at a time. (Cost: \$1,000)
 2. Additional materials and tests are needed. (Cost: \$500)
 3. One consultant is needed for one week to help teachers interpret and use test results. (Cost: \$500)

Project B: How Can We Better Provide for Individual Needs of Child Through Our Junior High Core Program?

- A. How can every teacher in the school help meet the child's need
3. Work Plans: The faculty works on these problems:
1. The group makes an evaluation of the present core program.
 2. The group makes an analysis of how each teacher is meeting individual needs.
 3. Teachers revise the program in accordance with the evaluation.
2. Procedures and Organization: The faculty meets as a whole group as small groups, and as individuals.
- D. The local system is making these contributions:
1. Local, state, and regional consultants are being utilized.
 2. Materials, books, and equipment are being provided.

Pre-school Workshops for Teachers and Parents

1. Work Plans: Plans are developed by a workshop planning committee
3. Procedures and Organization: The workshop is held annually for two weeks preceding the opening of school.
2. Contributions of the local system include the following:
1. Local, state, and regional consultants are utilized.
 2. Teachers are paid for one week of attendance. (Teachers volunteer time for one week.)

- D. The additional help requested of the Foundation is the service of one more consultant for one week. (Cost: \$500)

III. Professional Growth Days

- A. Work Plan: Problems are selected and planned by the teachers.
- B. Procedures and Organization: Three such meetings are held each school year.
- C. These contributions are being made by the local system:
 - 1. The three days' time is paid for and provided.
 - 2. Materials and equipment are supplied
 - 3. Consultant is paid \$300.
- D. The additional help requested of the Foundation is the provision of additional consultants and materials. (Cost: \$600)

IV. Principals' Study Group

- A. These goals have been set up and agreed upon:
 - 1. The group works toward a broad, comprehensive, continuous program of education for Grades 1 - 12.
 - 2. The group is formulating guides to enable teachers to better plan work with and for boys and girls.
- B. The work plans of the group include these areas:
 - 1. Goals in all fields have been agreed upon.
 - 2. Each teacher keeps records of experiences, activities, and procedures used for attaining the goals.
 - 3. Each teacher keeps a record of goals being worked on.
 - 4. The principals work as a group with sample records of teachers in order to sharpen their understanding and to help them provide better leadership in their own schools.
- C. Procedures and Organization: Professional meetings of all principals are held once a month for half-day sessions in the school board office with all other administrators in attendance.
- D. The local system provides the time, aids, materials, equipment, and assistance as needed.

V. Special Study Groups in Subject Matter Areas (English, mathematics, science, social studies, etc.)

- A. Work Plans: Plans based on needs and problems are developed by each group.
- B. Procedures and Organization: Detailed plans of the year can be

- C. The local system provides consultants, time, materials, and other assistance as needed.

VI. Visitation, Observation, and Study in Selected Schools

- A. Work Plans: These are developed and planned by each group and/or individual as needed.
- B. Procedures and Organization: These are formulated as needed.
- C. These contributions are being made by the local system:
 1. It provides time and assistance as needed.
 2. Individuals have been paying their own expenses.
- D. Additional help requested of the Foundation is a total of \$1500 to help defray travel expenses.

VII. Experimentation

- A. Work Plans: Volunteer individuals participate in action research on special problems.
- B. Procedures and Organization: These are formulated as needed.
- C. The local system provides time, materials, and assistance as needed.
- D. The additional help requested of the Foundation is for a consultant and additional materials. (Cost: \$750).

III. Attendance at National Professional Conferences

- A. Work Plans: Representative teachers attend such conferences as National Council of Teachers of English, Science, Mathematics, and others.
 1. A committee engages in a study of the usefulness and value of professional conferences in promoting teacher growth.
 2. A committee evaluates the outcomes of attendance of professional conferences for the purpose of making them more meaningful and useful.
- B. Procedures and Organization: Individuals have been attending on their volition and paying all expenses.
- C. The contribution being made by the local system is that of providing released time.
- D. The additional help requested of the Foundation is for funds to help defray travel expenses. (Cost: \$2500).

IX. Special Studies in Regional Workshops and Colleges

- A. Work Plans: The work is based on the needs and problems of the individual teachers and planned by those concerned.
- B. Procedures and Organization: Individuals have been attending and paying their own expenses.
- C. The local system provides released time for this purpose.
- D. Additional help is requested of the Foundation to help defray expenses. (Cost: \$1600)

X. Workshop for Principals

- A. Work Plans: The group works on planning and evaluating for the purpose of meeting the needs of individuals.
- B. Procedures and Organization: The workshop is held for one week prior to the other August workshop.
- C. The local system provides time, materials, and assistance as needed.
- D. The additional help requested of the Foundation is for the services of one consultant for one week. (Cost: \$500).

Part IV: Evaluation and Further Planning

As a part of all in-service activities evaluation has a prominent place. It is a continuous process. Plans are made, tried out and evaluated, and new plans made in light of the findings. Each in-service group will develop its own way of securing data to be used in determining progress and making further plans. During the summer workshop the principals, with a consultant as a guide, plan to survey the total in-service program in the parish. Using the data secured from the various study groups, they will evaluate the progress already made and develop further plans for moving forward.

The following statement concerning Morehouse Parish's proposal was made by the staff at Alabama Polytechnic Institute to the Foundation:

The Morehouse Proposal to improve instruction through in-service education is projected on several simple ideas. The Morehouse School System officials believe that basic improvements in instruction come about as teachers

attempt to meet the needs of every boy and girl in the parish. Furthermore, they believe that the needs of boys and girls can best be met by means of the growth and improvement of the professional staff. It is logical, therefore, that Morehouse School System's project has become a means of stimulating and encouraging teacher growth and development.

All of the support requested by the Morehouse Parish system has been budgeted toward the furtherance of professional activities which are currently under way. They will need extensive financial help for consultants, visitation, materials, attendance at professional meetings, and the conducting of special workshops. The Morehouse School System's budget already contributes a substantial amount to conducting these professional activities. The project for improving instruction is pointed toward enriching them and making them more valuable to the school system.

In addition to developing plans for improving instruction, the participants in the Three-Weeks' Conference on Secondary Education and the Alabama Polytechnic Institute staff gave consideration to certain modifications of existing policies currently governing the program. Certain recommendations were deemed necessary in order to permit local school systems to develop proposals which would meet their needs. These suggested refinements were also necessary in order for the participating institution to perform its role effectively.

The following recommendations concern first guides that will enable local systems to implement their projects in an effective way. A second grouping of policies defines more specifically the role of the cooperating institution in this venture.

1. It is recommended that the policy which reads, "Assistance will be confined to secondary schools (grades 7 - 12)" be changed to read, "Assistance will be confined to projects having a major emphasis in secondary education (Grades 7 - 12)."
2. It is suggested that an additional policy statement be included to read, "Assistance will be given for limited, temporary personnel, supplies, and instructional equipment needed to launch a project. (No Foundation funds will be used for the employment of permanent staff personnel.)"
3. It is recommended that a policy be established that will designate Foundation funds be sent to Alabama Polytechnic Institute and distributed from Alabama Polytechnic Institute to trust funds or other special funds in local school systems.

4. It was generally agreed that a policy should be established which would permit local school systems to acquire their own consultants. It was also recognized that some local systems might make a definite effort to cooperate with other systems on the acquisition and use of consultants when proposals were similar. This, however, would depend upon the desires and initiative of local school systems.
5. It was generally agreed that the local school systems would desire the current coordinating agency, Alabama Polytechnic Institute, to continue servicing this project.

Suggested Policies Defining the Role of Alabama Polytechnic Institute

The role of Alabama Polytechnic Institute as the coordinating agency in this project was defined in two extensive sessions of representatives from local school systems (superintendent, Central Office personnel, or chairman of the local group) and the Alabama Polytechnic Institute staff. Below are listed some of the major responsibilities and functions of Alabama Polytechnic Institute as the coordinating agency of this project.

1. Planning. The policy forming group agreed that Alabama Polytechnic Institute would continue to make provision for adequate plans in reference to the program. This means that the institution would contact those persons who would be involved in planning, bring them together in a convenient place, and suggest an agenda.
2. Consultation. A desire was expressed that Alabama Polytechnic Institute continue to coordinate the work between and among all of the local school systems involved. This coordinating function implies that the institution will set up schedules and activities according to agreed upon plans, and work with individual school systems accomplishing the various stages of the proposals as they express a desire for assistance.
3. Communication. The institution will endeavor to keep all participating school systems and the Foundation informed about developments which may occur. More specifically, this implies that the institution will interpret the various projects to the Foundation and, on other occasions, it will elaborate upon Foundation interests for the benefit of local school systems. The institution will also discuss with the Foundation aspects of public education which are valued by the local school systems.

4. Implementation Procedures. The coordinating institution will also render services requested by the local school systems which are essential in the implementation of projects. This might consist of meeting with faculties to explain the history of this program, the interest of the Foundation, the policies underlying the program, the opportunities which lie ahead. Other implementation procedures are not spelled out here, but would consist of planning with local staff members and other such activities.
5. Research. The group thought that the institution should conduct research which would indicate what has been learned in the program. The members agreed that in the event research was done, the research design would be developed cooperatively by the local school systems. In this way, research would be conducted in reference to problems, the solutions to which would be valued by all persons concerned. Under these circumstances, the school systems agreed to cooperate and assist in conducting research.
6. Evaluation. An agreement was reached that an evaluation of the program and the local projects was needed. Evaluation was considered to be an integral part of each project. It is the local school system's responsibility to plan and conduct an evaluation. A local school system may receive assistance in planning its evaluation from the institution if it desires to request it. The institution will interpret the evaluation of local projects to the Foundation.
7. Budget. The procedure for financing the various projects was restated as follows: Grants from the Foundation would be made directly to Alabama Polytechnic Institute, and Alabama Polytechnic Institute in return would allocate monies directly to local school systems. The participating school systems and the cooperating institution recognize that the sponsoring Foundation has the privilege of deciding how it wishes to allocate monies to the school systems.
8. Resource Personnel. Several specific efforts were made concerning the role of Alabama Polytechnic Institute in reference to providing resource personnel. Obviously, the staff at Alabama Polytechnic Institute designated to work on the project would be available in order to perform any of the functions stated previously. In addition, the group suggested that the institution compile a list of resource people who might be valuable consultants to the projects. (The names, positions, addresses, experience in local schools, consultation experience, and approximate costs of outstanding consultants were requested.) The point was made that requests for consultative assistance not coming within the service budget of the program would have to be charged for.

In addition to these areas of responsibilities and implied functions,

several other decisions were made:

1. Need was seen for an operating budget at Alabama Polytechnic Institute which would defray the costs of bringing local school officials together during the year for planning and other activities.
2. A suggestion was made that a coordinator of the program be designated who would be a member of the institutional staff. Presumably, he would visit each project in carrying out the functions described above. A single individual could discharge this function, or an individual and a staff could work in a way as to render the needed amount of service in a more flexible kind of arrangement.
3. The group agreed that the continuation of the summer work involving scholarships for teachers, would not be incorporated in local projects at this time, but would be considered at a later date.

After these policy recommendations were examined by all of the participants in the Three-Weeks' Conference, a meeting was held in order to make further refinements. The group suggested that the following changes be made:

1. A policy statement should be included which would indicate transfers of funds from one budget item to another can be made.
2. Policy statement should be made to indicate what records should be kept in reference to financing the projects.
3. A policy should be written concerning when and how (annually, quarterly, etc.) funds will be sent to local school systems.
4. A policy should be developed indicating what type of annual report should be developed by the school systems and to whom it should be submitted.

CHAPTER V

A CONTINUING PROGRAM OF IN SERVICE EDUCATION IN MOREHOUSE PARISH, LOUISIANA, SCHOOLS

In the previous chapter a proposed program of in-service education was described and a statement of policies governing the program was given. The program consisted of ten in-service education projects. The program included the following: (1) In-Service Study of Professional Problems by Faculty Groups, (2) Pre-school Workshop for Teachers and Parents, (3) Professional Growth Days, (4) Principals' Study Group, (5) Parish-Wide Curriculum Meetings, (6) Special Study Groups in Subject Matter Areas, (7) Special Studies by Individual Teachers in State and Regional Workshops, (8) Visitation, Observation, and Study in Selected Schools, (9) Experimentation by Teachers and Principals, (10) Workshop for Principals.

The first four in-service activities had been in operation prior to 1956 when this study was begun and were continued. The last six projects were initiated during the 1956-1957 school session after financial support had been received from a foundation.

One of the purposes of the study was to demonstrate how a public school system can use financial support from a foundation to enrich and broaden an in-service education program. In this chapter each of the ten in-service education projects is described in detail to show how financial support from a foundation was used by a public school system to enrich and to broaden an in-service education program. The written account of each project includes: An introductory statement telling how

the in-service activity was initiated, the in-service activities which were engaged in by teachers, and the evaluations and suggestions for making changes, and plans for next steps. Illustrative materials are used in some of the reports to help the reader understand better some of the practices and activities which are mentioned.

A written account of each of the ten in-service education projects follows:

In-Service Study of Professional Problems by Faculty Groups

The proposed plan for improving instruction through an in-service education program was not a new concept in Morehouse Parish, since some opportunities for teacher growth had been provided for several years. The faculty in each of the fourteen schools of Morehouse Parish was accustomed to meeting at regular intervals to study its problems.

During the school sessions 1956-1957 and 1957-1958, each faculty continued to engage in organized study for the purpose of improving instruction. Each faculty met on the third Tuesday of each month from 2:30 p.m. to 4:30 p.m. In the study groups, teachers worked on problems which were of special concern to them.

During the school session of 1956-1957, the supervisor selected three principals to work with him as a steering committee for guiding the in-service study of professional problems by faculty groups. One of the major jobs this committee performed during the first year was securing information from each faculty regarding the work the faculty had done, the values which had resulted from the faculty study, plans for in-service study of professional problems for 1957-1958, and suggestions for making improvements in the faculty study program.

function throughout the school session of 1957-1958. A questionnaire was prepared by this committee in October, 1957, and given to each principal. A copy of the questionnaire is included in Appendix A. The steering committee requested information from each faculty, as a group, concerning the purposes of faculty study, the jobs or problems which each faculty had worked on, the values which resulted from in-service work carried on each Tuesday, and suggestions for improving study programs of faculties.

At the close of the school session of 1957-1958, each faculty returned the form filled in to the committee. The information contained in the questionnaires was compiled into a report and a copy of the report was given to each teacher in the school system.

The questionnaires revealed that the teachers saw many purposes for a faculty to study professional problems. The jobs worked on in the study groups varied from faculty to faculty. Teachers had worked on many tasks on the Tuesdays used for faculty study. The values faculty members saw as a result of work done on these Tuesdays were numerous. The teachers listed many ways the study program had improved over the previous year. Each faculty made plans for continuing the study of professional problems.

A summary of the report on in-service study of professional problems by faculty groups is included in Appendix A.

Brief descriptions of what the Bastrop High School faculty and Central Junior High faculty did in their respective study groups during the school sessions of 1956-1957 and 1957-1958 follow:

The Bastrop High School In-Service Study Program

The Bastrop High School faculty chose to work in the area of guidance

in its in-service study program. Some of the problems the teachers identified and studied were:

1. What is the need for guidance in the Bastrop High School?
2. How can guidance be provided for each student?
3. How can the faculty work effectively on developing a guidance program?

Two consultants in the area of guidance worked with the teachers in the Bastrop High School during the school sessions 1956-1957 and 1957-1958. These consultants were Dr. Gertrude Wood of Los Angeles County school system and Dr. Camilla M. Low from the University of Wisconsin.

Dr. Wood made suggestions in the following areas: homeroom guidance, teacher-pupil relationship, discipline, use of tests, and the need for close junior high-senior high relationship.

Dr. Low made suggestions concerning the role of counselor, teacher-counselor, and homeroom teacher in a guidance program. She made recommendations in the area of records, testing, scheduling and grouping.

As an example of the kind of suggestions made by consultants in guidance, the report made by Dr. Camilla M. Low after she had spent the week of January 26, 1957 in the Bastrop High School is given in Appendix A.

After several months of study, the teachers recommended that each homeroom teacher be a guidance person and that the records of the students in each teacher's homeroom be made available to each homeroom teacher. A forty-five minute homeroom period for guidance work was recommended.

The Central Junior High School In-Service Study Program

The Central Junior High School faculty in its in-service study program worked on the problem of providing for individual needs of children

through a core program. The faculty worked together as a total faculty group of twenty-one members on the third Tuesday of each month, and with the other seventh and eighth grade teachers from five other schools of Morehouse Parish school system on the first Tuesday of each month.

At its first meeting, the group decided to work on the two following tasks as a way to provide for individual needs of children through a junior high core program:

1. Make a study of the characteristics of junior high children, the developmental tasks of children of this age level, and the implications of these developmental tasks for the school program.
2. Plan curriculum resource units after deciding on the implications of the developmental tasks of children of this age level.

The teachers prepared a statement on the characteristics of junior high school children, the developmental tasks of children of this age level, and the implications of these developmental tasks for the school program. They began to develop cooperatively some units of work in the social studies area. The teachers read widely in all available literature relating to the problems under consideration. Dr. Maurice Ahrens of the University of Florida and Dr. William M. Alexander of George Peabody College for Teachers worked as consultants with the junior high school teachers.

Pre-school Workshop for Teachers and Parents

For a number of years a one week pre-school workshop for teachers and parents has been held in Morehouse Parish during August. A workshop committee, composed of a representative from each of the fourteen schools and the supervisor, is responsible for the over-all planning. The planning committee works throughout the year. The committee determines the number

of teachers interested in a summer workshop, secures suggestions from each faculty regarding the problems it wants to work on, develops plans acceptable to the teachers, and carries out these plans.

Summer Workshop in 1956

In 1956, about one hundred teachers and principals indicated an interest in a summer workshop. All teachers were invited to suggest topic for discussion by consultants. The following five topics were chosen by the teachers: (1) The Goals of Education in Today's Schools, (2) Meeting Children's Needs, (3) Reporting to Parents, (4) Teacher-Pupil Planning and (5) What Is a Good Reading Program?

The assistance of six consultants was secured from various colleges, universities, and state departments of education.

The workshop was held each morning during the week of August 27, 1956 at the Bastrop High School, Bastrop, Louisiana. Two night meetings were held for parents and teachers. One hundred thirty-four teachers and principals attended the workshop. Five representatives from the parish school board office attended. A few parents attended the general session each morning. Table II presents data relative to the number of teachers in each school during the school session of 1956-1957, the number of teachers who attended the workshop, the percent of attendance from each school, and the number of teachers who turned in an evaluation of the workshop. All teachers had been invited to make a written evaluation. The program for the 1956 pre-school workshop is included in Appendix B. Each morning a different topic was discussed in a general session by consultant. Following the talk, three groups of teachers continued the discussion of the topics for the day. In addition to these groups, three special intere

groups each working on a topic of special interest, namely reading, social studies, and science, met. All groups met throughout the week.

TABLE II
DATA RELATING TO AUGUST 1956 PRE-SCHOOL WORKSHOP
AT BASTROP, LOUISIANA, HIGH SCHOOL

<u>Name of School</u>	<u>Number of Teachers</u>	<u>Number who Attended</u>	<u>Percent of Attendance</u>	<u>Number of Evaluations Turned in</u>
Bastrop High	35	21	48	5
Beekman	7	6	57	3
Bonita	17	13	55.3	10
Central Junior	21	14	53.4	5
Cherry Ridge	6	6	83.3	6
Collinston	10	9	74	7
East Side	15	15	92	15
Mer Rouge	14	8	44.3	4
McGinty	3	2	66.7	2
Oak Hill	6	3	43.3	3
Oak Ridge	8	8	87.5	8
Pine Grove	6	4	60	2
South Side	20	12	46	8
West Side	18	13	56.7	7
	186	134	62%	85

The expense of the workshop was \$1829.40. The major part of the money was spent for fees, travel, and living expenses of consultants. A small amount of money was spent on films, recordings, and supplies used by the hospitality committee. International Paper Company Foundation contributed \$424.28. The superintendent, with the approval of the

School Board, budgeted \$2500 for in-service education. This amount is included in the budget each year. From this amount \$1405.12 was spent on the 1956 summer workshop. The School Board invested about \$2.08 per day in the workshop per teacher and had the services of six outstanding educators.

Summer Workshop in 1957

The workshop committee met in September, 1956, and began making plans for the summer workshop in 1957. The committee studied the evaluations of the 1956 workshop which the teachers had made. They prepared a questionnaire to secure reactions from teachers to several proposed plans for the 1957 workshop in Morehouse Parish. Most of the teachers voted for the following plan:

1. The workshop would be divided into four groups meeting from 8:00 - 9:30. (Grade group 1-2-3, Grade group 4-5-6, Grade group 7-8, and high school group.)
2. From 10:00 - 12:00 each day the groups met by grade groups and by subject matter groups on high school level. The teachers chose to continue to work on the jobs which had been worked on during the parish-wide in-service work.

The workshop committee listed twelve other committees which the group thought were needed to do the necessary work connected with a workshop.

Teachers volunteered to serve on the following committees:

1. Steering Committee
2. Hospitality Committee
3. Building Committee
4. Publicity Committee
5. Film Committee
6. Committee for Night Program

7. Hospitality for Consultants Committee
8. Evaluation Committee
9. Social Committee
10. TV Program Committee
11. Professional Materials Committee
12. Exhibit of Children's Work Committee

The assistance of eight competent consultants was secured from various colleges, universities, state departments of education, U. S. Office of Education, and high schools.

The workshop was held each morning during the week of August 26, 1957, at the Bastrop High School, Bastrop, Louisiana. One night program for parents and teachers was held at the Bastrop High School. Although this program was broadcast over a local station, the attendance was good.

One hundred forty-seven teachers and principals attended the workshop. Five representatives from the School Board office attended. Table III presents data relative to the number of teachers in each school, the number of teachers who attended the workshop, the percent of attendance from each school, and the number of teachers who turned in an evaluation of the workshop. All teachers had been invited to make a written evaluation.

The expense of the workshop was \$2579.13. The major part of the money was spent for fees, travel, and living expenses of the consultants. A small amount of money was spent on films, recordings, and for supplies used by the hospitality committee. The International Paper Company Foundation contributed \$1184.92. A balance of \$1394.21 was paid from the amount budgeted by the Morehouse Parish School Board for in-service education. The School Board invested about \$1.86 per day at the workshop

per teacher and had the services of eight outstanding educators.

TABLE III
DATA RELATING TO AUGUST 1957 PRE-SCHOOL WORKSHOP
AT BASTROP, LOUISIANA, HIGH SCHOOL

<u>Name of School</u>	<u>Number of Teachers</u>	<u>Number Atten. 1956</u>	<u>Number Atten. 1957</u>	<u>Percent 1956</u>	<u>Percent 1957</u>	<u>Evaluations</u>
Bastrop High	37	21	24	48	57.3	18
Beekman	7	6	6	57	68.6	4
Bonita	16	13	12	55.3	65	4
Central Junior	24	14	17	53.4	61.7	6
Cherry Ridge	6	6	6	83.3	86.7	5
Collinston	10	9	6	74	43	4
East Side	15	15	14	92	87.3	13
Mer Rouge	14	8	12	44.3	77	10
McGinty	3	2	3	66.7	73.3	2
Oak Hill	6	3	4	43.3	60	3
Oak Ridge	8	8	5	87.5	52.5	5
Pine Grove	6	4	5	60	80	5
South Side	20	12	18	46	82	11
West Side	<u>18</u>	<u>13</u>	<u>15</u>	<u>56.7</u>	<u>65.5</u>	<u>15</u>
	190	134	147	62	68.5	105

The program which was followed in the summer workshop of 1957 is given in Appendix B.

Evaluation of Workshops

Each year the evaluation committee prepares a form for securing individual evaluations of the workshop from the participants. The committee

compiles the reactions of the teachers to various aspects of the workshop. A summary of the evaluations is given to each teacher. This report is used by the workshop committee when plans are being developed for the next workshop.

The report on the evaluation of the workshop in 1957 is given in Appendix B.

Planning for the Workshop for 1958

The Workshop Committee met in the late fall of 1957, studied the evaluation report of the August, 1957, workshop, and started making plans for the workshop in 1958. The first step taken toward developing plans was to send the following letter of January 2, 1958, to each teacher:

Dear Teacher and Principal:

After careful study of the evaluation of last year's Morehouse Parish Workshop, the Workshop Committee is submitting the three questions below for your reaction before we make further plans.

Your committee on Workshop Plans is asking your help. Every effort is being made to have the kind of workshop this summer that will meet every teacher's needs. This can be done more successfully if each one will give serious thought to the problem and give to this committee your best thinking

Ask your workshop representative in your school to explain any questions you may have.

Please choose one of the following plans:

Check _____ Plan I. A workshop similar to the one we had last year. The workshop would be divided into four groupings. Teachers of grades 1-2-3 in one group, grades 4-5-6 in a group; grades 7 and 8 in a group, and the high school teachers in a group.

Each group ahead of time would decide what it wanted to work on and the consultant for the group would be chosen on that basis.

Check _____ Plan II. If Plan I does not meet your needs, please describe the kind of workshop you want.

Check _____ Would you like a short general session each day and hear a different consultant speak?

WILL YOU PLEASE RETURN THIS FORM TO YOUR PRINCIPAL WHO WILL BRING IT TO THE OFFICE ON JANUARY 13th

Sincerely yours,

Committee on Workshop Plans

On February 6, 1958, the Workshop Committee met to study the reactions of the teachers. There are one hundred ninety-one white teachers in the Morehouse Parish school system. Of the one hundred fifty-seven replies, one hundred fifty-four indicated a preference for Plan I (a workshop similar to the 1957 workshop). Almost all the teachers indicated a preference for a short general session each day and voted to hear a different consultant at this time.

Plans were made for securing the various consultants recommended by the different groups.

A form listing the various committees needed was sent to each principal. Each teacher had an opportunity to volunteer for the committee of his choice.

The Workshop Committee met on April 9, 1958, and selected the personnel for each committee. The committees will function until their tasks have been completed.

Professional Growth Days

The practice of having professional growth days in Morehouse Parish was initiated by the parish supervisor of instruction in the fall of 1955. After he had observed classroom instruction in the various classrooms throughout the school system, he thought that a one-day meeting of the primary teachers could be used profitably for a sharing of ideas,

experiences, and materials.

The first meeting of the primary teachers was planned by the supervisor. The teachers reacted so favorably to the meeting that a professional growth day was scheduled for the upper elementary teachers in February, 1956, and for the junior and senior high school teachers in April, 1956. The teachers in each of these groups recommended that a day be set aside each year to be used for additional professional growth.

Professional Growth Day for Primary Teachers in 1956

The following material illustrates the type of procedure used in 1956:

The supervisor sent the following letter on October 15, 1956, to each primary teacher:

Dear Primary Teacher:

We are planning to have our Professional Growth Day sometime during the last of November or the first of December.

Be thinking about what contributions you can make so that everyone will profit from the day's experience.

Please fill out the form below and return at once.

Sincerely,

J. P. Causey, Supervisor
Morehouse Parish Schools

1. Suggest one main topic or problem you would like to hear discussed.
2. List some suggestions for making the day helpful to all.

The supervisor, with a small group of primary teachers, studied the list of topics and suggestions which had been sent to the supervisor by the primary teachers and prepared the following program:

MOREHOUSE PARISH SCHOOL SYSTEM
Bastrop, Louisiana

Meeting of Primary Teachers
(Grades 1, 2, and 3)

Cherry Ridge School
Friday, December 7, 1956
8:00 - 3:30

Program

8:00 - 8:30	Coffee
8:30 - 9:15	A Social Studies Unit - Providing for Rich Living for Every Boy and Girl (How I Use Many Teaching Aids)
	Louise Perdue, Evelyn Holloway, Sue Jones
9:15 - 9:45	When Does a Child Learn to Read? (Readiness for All Kinds of Learning)
	E. R. Barberousse, Gertrude McCrocklin, Hugh D. Boone
9:45 - 10:00	Social Period
10:00 - 10:30	An Effective Tool Period
	Bonnie DeMoss, Grace Greene, Lucille Puckett
10:30 - 10:50	A Functional Approach to Spelling
	Ernestine Hathcox
10:50 - 11:30	How I Carry on an Individualized Program of Reading
	Ernestine Hathcox, Minnie Ruth Harris, Juanita Sibley
11:30 - 12:10	Lunch
12:10 - 12:55	A Talk - Lena Rexinger, Arkansas Polytechnic College Russellville, Arkansas
12:55 - 1:25	A Science Unit - Ways of Developing the Tools Through Functional Use
	Lucy Jane Harris, Marjorie Snyder, Elbie Brown
1:25 - 1:55	A Creative and Recreative Arts Program that Develops Boys and Girls
	Crystal Gamble, Mildren Edwards, Doris Odom

- | | |
|-------------|---|
| 1:55 - 2:50 | Grade Group Meeting |
| 2:50 - 3:00 | Social Period |
| 3:00 - 3:30 | Some Things I Have Learned Today That I Plan to Try Out |
1. Social Studies Unit - Lila Wolfe, Sue Jordan, Gloria Johnston
 2. When Does a Child Learn to Read? - Ruth Herron, Hazel Colvin, Marie Williams
 3. An Effective Tool Period - Bernadine Rogers, Ellen Faris, Shirley Perry
 4. A Functional Approach to Spelling - Neva Noah, Montie L. Kniseley, Doris Wactor
 5. Individualized Reading - Iris Jo Reynolds, Victoria McKoin, Maud Tinsley
 6. Science Unit - Maribel Stewart, Betty Jo Hammett, Jewel Parker
 7. Creative and Recreative Arts - Eugenia Culbertson, Freeda Cagle, Sue Hollingshead

In each grade group each person will have an opportunity to show the others samples of work she brings to the meeting and materials she herself has prepared to use in her work. She will want to explain how and why this work was done, and to answer the questions teachers will ask.

Leaders: Grade 1 - Lillian Wall
 Grade 2 - Mary Grobe
 Grade 3 - Roberta Ard

Recorders of Ideas:
 Grade 1 - Cornelia Calhoun
 Grade 2 - Virginia Harper
 Grade 3 - Virginia Barham

Committees to Display Children's and Teachers' Work

Grade 1 - Loraine Jarrell - Chairman
 Nancy Croswell
 Henrietta Day
 Mary Lou Porter

Grade 2 - Minnie Ruth Harris - Chairman
 Marie Larance
 Grace Greene
 Montie Kniseley

Grade 3 - Jewel Parker - Chairman
Carolyn Williams
Nannette Sawyer
Irene Atkins

Soon after the meeting each primary teacher received the following letter requesting an evaluation of the Professional Growth Day:

MOREHOUSE PARISH SCHOOL BOARD
BASTROP, LOUISIANA
December 10, 1956

Dear Primary Teacher:

While our Professional Growth Day is fresh in our minds, will you answer the following questions. Your evaluation will be used in planning our next meeting.

J. P. Causey

1. What did you like about the day?
2. What was the least helpful?
3. How could the day be made better next year?

Professional Growth Days in Morehouse Parish in 1957

In August, 1957, the supervisor appointed a steering committee for each of the three professional growth days and sent each member of the committee the following letter:

Bastrop, Louisiana
August 8, 1957

Dear _____:

Would you be willing to serve on a committee which will make plans for a Professional Growth Day and will see these plans carried through to completion?

I am enclosing a list of the names on the three committees. Your chairman will assume the responsibility of calling the group together.

Sincerely yours,

J. P. Causey

Committees for Professional Growth Days

Primary: Grades 1-2-3

Esta Freeland - Chairman
Virginia Houston
Corene Yeatman
Hugh D. Boone
Ruth Spier

Upper Elementary: Grades 4-5-6-7

Elva McCann - Chairman
Louise Rider
Minta B. Speir
Dewayne Haynes
E. R. Barberousse

High School - Grades 8 - 12

Hazle Mott - Chairman
Eleanor Barberousse
Janie Phillips
W. C. Hohmann
W. P. Smith

The following program for the primary teachers which was held on December 6, 1957, was planned by the steering committee:

MOREHOUSE PARISH SCHOOL SYSTEM
Bastrop, Louisiana

Meeting of Primary Teachers
(Grades 1, 2, and 3)

Pine Grove School
Friday, December 6, 1957
8:00 - 3:30

- 8:00 - 8:30 Coffee - Visit Displays
- 8:30 - 9:15 A Social Studies Unit:
Planning with the children
Taking care of individual differences
Carrying on a work period
Doing worthwhile things
Developing the skills
Making and using our own materials
Using the resources of the community
Meeting and solving problems
Doing sound, logical reasoning
- Ernestine Hathcox, Virginia Houston, Elbie Brown
- 9:15 - 9:30 Group Discussion - Questions
- Leaders: Iris Jo Reynolds, Evelyn Holloway,
Juanita Sibley
- 9:30 - 9:45 Ideas Found in More Than Social Studies Which I
Have Used
- Sue Jordan, Winnie Mae Lindsay
- 9:45 - 10:00 Social Period
- 10:00 - 10:20 Working with Children in Science
- Montie Kniseley
- 10:20 - 10:30 Open Discussion - Leader, Maud Tinsley
- 10:30 - 11:00 Filmstrip: "A Day in the Second Grade"
- 11:00 - 11:30 Panel Discussion: Lila Wolfe, Athleen Whitten,
Henrietta Day, Marie Williams, Carolyn Williams,
Victoria McKoin, Corene Yeatman
- 11:30 - 12:30 Lunch - Christmas Music
- 12:30 - 1:15 Talk - Dr. Janette McCracken
University of Florida
Gainesville, Florida

- 1:15 - 1:45 Question Period - Leader, Neva Hoah
- 1:45 - 2:15 Time to Enjoy the Displays
- 2:15 - 2:45 "The Experience Approach in Reading"
Tape by Dr. Laura Zirbes, Ohio State University,
Columbus, Ohio
- 2:45 - 3:00 Reactions: Gloria Bell, Bernadine Rogers, Mildred
Edwards, Mary Lou Porter, Nannette
Sawyer, Irene Tate, Janette McCracken
- 3:00 - 3:15 Discovering and Meeting the Needs of Each Child
Louise Perdue, Esta Freeland, Grace Greene
- 3:15 - 3:30 A Look to the Future in Primary Education
Dr. Janette McCracken
University of Florida
Gainesville, Florida

Committees:

1. Display of Teaching Aids

Paul Williams, Chairman
Eugenia Culbertson
Marjorie Snyder
Jewel Parker

2. Display of Children's Work and Teaching Materials Prepared
by Teachers

Grade 1

Cornelia Calhoun, Chairman
Bonnie DeMoss
Lucie Jane Harris
Dorothy Jordan
Nancy Croswell
Veva Waldrop
Lorraine Jarrell

Grade 2

Betty Grobe, Chairman
Freeda Cagle
Marie Larance
Gertrude McCrocklin
Hazel Colvin
Ellen Faris

Grade 3

Virginia Barham, Chairman
Shirley Perry
Sue Jones
Robertta Ard
Sue Hollingshead
Doris Odom
Irene Atkins
Lucille Puckett
Idah Carter

The chairman of the committee for Professional Growth Day of Intermediate Grade Teachers sent out this letter on November 21, 1957:

Bastrop, Louisiana
November 21, 1957

Dear Intermediate Teacher:

We need your help in planning our Professional Growth Day. Please answer the following questions giving us the benefit of your best thinking and experience.

Please send this by your principal to the School Board Office December 9th.

Thanks,

Elva McCann, Chairman

1. What are some things you want help on? (State in terms of questions or problems.) List in order of preference.
2. How would you like to have this help given on the program?
3. Suggest how you think the day could be made pleasant and profitable to you.
4. What suggestions do you have for improving the Professional Growth Day?

The steering committee for the upper elementary teachers' Professional Growth Day compiled all the questions and suggestions which the teachers had sent to the committee. The compilation is given in Appendix C.

The committee, using the questions and suggestions as a guide, prepared the following program:

MOREHOUSE PARISH SCHOOL SYSTEM
Bastrop, Louisiana

Meeting of Upper Elementary Teachers
(Grades 4, 5, 6, and 7)

Cherry Ridge School
Friday, February 22, 1957
8:00 - 3:30

- | | |
|---------------|---|
| 8:00 - 8:15 | Announcement of Plans for the Day |
| 8:15 - 9:15 | A Social Studies Unit - Anna Harp and Pupils |
| 9:15 - 9:45 | How I Have Used Ideas Found in <u>More Than Social Studies</u>

Myrtle Lou Kerico, Opal Adair, Melba Sullivan |
| 9:45 - 10:15 | Social Period |
| 10:15 - 11:15 | Making Arithmetic Meaningful to Children

Dr. Ida Mae Heard
Southeastern Louisiana Institute
Lafayette, Louisiana |
| 11:15 - 11:45 | Discussion: Gracie Cockrell, Oren Robertson,
Paul Williams, Quin Crawley,
Lee Otis Speir |
| 11:45 - 12:45 | Lunch |
| 12:45 - 1:15 | Filmstrip - "A Good Day in the Sixth Grade"

Comments: Ruth Ward |
| 1:15 - 1:45 | Some Ideas Tried in Language Arts

Mavis Bickley and Virginia Page |
| 1:45 - 2:00 | Social Period |
| 2:00 - 3:00 | A Science Unit

Dewayne Haynes and Pupils

Discussion: Marie Davison, Beulah Nelson,
L'Vonne Anderson, Avis Bates,
Clara Bell Pratt |

Professional Growth Days for junior and senior high school teachers have been planned in a similar manner. A group of teachers has served as a planning committee. Teachers' interests and suggestions have been used. Following each meeting the teachers have evaluated the meeting and the recommendations offered have been used in planning for the next Professional Growth Day.

The following is the program of the Professional Growth Day for junior and senior high school teachers held in 1957.

MOREHOUSE PARISH SCHOOL SYSTEM
Bastrop, Louisiana

Meeting of Junior and Senior High School Teachers

Bastrop High School
April 18, 1957

8:00 - 8:30	Coffee
	Invocation - Rev. Ray Rust, Pastor First Baptist Church Bastrop, Louisiana
8:30 - 9:30	Talk - Effective Teaching in Secondary Schools Dr. William M. Alexander University of Miami Coral Gables, Florida
9:30 - 10:00	Film
10:00 - 10:30	Social Period
10:30 - 11:30	Reports on an Experiment: Can a teacher improve in his teaching by reading a good professional book and conscientiously testing out the ideas contained in the book?
	"These Ideas I Discovered Through Reading and This Is What I Did and What Happened."
	Frank Bishop Bastrop High School
	J. G. Milholland Bastrop High School
	Joe Mott, Jr. Bastrop High School
	Oralee Wilcoxon. . .Central Jr. High School
	L. J. Fontenot, Jr.. .Mer Rouge High School
	Joyce Givens Bonita High School
	William Best Bonita High School (Chairman)

11:30 - 12:00	Discussion - Questions and Reactions to the Reports, led by Dr. William M. Alexander
12:00 - 1:00	Lunch
1:00 - 2:00	Group Work on Selected Problems
	Group I - Teacher-Pupil Planning
	Group II - (A) Meeting the Needs of Each Student in a Group; Accentuating the Differences Among Students
	(B) " " " " "
	(C) " " " " "
	Group III - Providing a Diversity of Activities in the Classroom
	Group IV - Stressing Creativity
	Group V - Examining Values with Students
	Group VI - Emphasizing Problem Solving and Drawing Generalizations
	Group VII - Developing a Worthy Self-Concept
2:00 - 2:15	Social Period
2:15 - 3:30	Reports from each group: "Some Beliefs and Questions."
	Dr. Alexander will do some summarizing and commenting on specific questions and general trends.

Professional Growth Day for Junior and Senior High School Teachers in 1958

The committee responsible for the Professional Growth Day for junior and senior high school teachers in 1958 found that most of the teachers wanted help on providing a diversity of activities in the classroom. Ten outstanding teachers, recommended by the superintendents in several adjoining parishes, accepted an invitation to appear on a panel discussing the topic, Providing a Diversity of Activities

in the Classroom.

The following program was presented at the Bastrop High School,
April 3, 1958:

PROFESSIONAL GROWTH DAY

JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

Thursday, April 3, 1958
Bastrop High School

8:00 - 8:30	Coffee
8:30 - 9:00	Invocation - Dr. Glen Greene Oak Ridge Baptist Church Oak Ridge, Louisiana
	Music - Bastrop High School Chorus Mrs. Ann Eubanks, Director
9:30 - 10:30	Panel - Providing a Diversity of Activities in the Classroom
	Moderator - Mr. Walter Hohmann Mrs. Ruth Chapman - English, Simsboro High Mrs. Elizabeth Tillotson - English, Winnsboro High School Mrs. Mary Ann Smalling - English, Choudran High School Mrs. Fred Cook - Mathematics - Geometry, West Monroe High School Miss Ruth Johnson - Mathematics, Ruston High School
10:30 - 11:00	Social Period
11:00 - 12:30	Panel: Moderator - Mr. Walter Hohmann Mrs. Helen LeFevre - Social Studies, West Monroe High School Mr. Bennie Hixon - Social Studies, Managha High School Mr. Morgan Peoples - Social Studies, Ruston High School Mr. H. A. Hazlett - Science, Delhi High School Mr. M. J. Barr - Science, Hico High School

1:30 - 2:30 Talk - The Power of the Dedicated Teacher

Mr. Louie E. Throgmorton
Vice President and Director of Public
Services of the Republic National Life
Insurance Co., Dallas, Texas

After each professional growth day, questionnaires were given teachers for their evaluation of the meeting. These revealed that the most helpful phase of the program for the primary and upper elementary teachers was the work of the consultant. The evaluation sheets of the high school teachers showed that the panel discussions by classroom teachers from other parishes were the most helpful to them. Members of the group also indicated that much help was obtained from demonstrations, reports, and discussions of teaching activities carried on in individual classrooms.

In planning for professional growth days for the school session 1958-1959, many teachers favored having the same type of program as was held during 1957-1958, with more teacher-pupil demonstrations and panel discussions covering additional subject matter areas. A few felt that the day was too long and that there was too much repetition. Some felt that parents and school board members should be invited. The evaluations revealed that all the teachers thought the professional growth days had been profitable to them.

Principals' Study Group

For many years the principals of the schools in Morehouse Parish have met monthly with the personnel of the School Board office. The first meetings were devoted primarily to administrative problems. By 1956, however, a policy had been established that a period from 2:30 to 4:30 on the second Monday of each month would be devoted to professional

study, and a period from 4:30 to 5:00 on the same day would be used for discussing administrative matters. Providing leadership in the parish-wide in-service program became the major objective of the principals' study group.

The members of the principals' study group set up these purposes at the September meeting in 1956:

1. To continue the professional development of the supervisory and administrative staff in a rapidly changing society and to keep abreast of new developments revealed by research.
2. To keep the members of the group from getting into a rut.
3. To bring the staff together as a unit.
4. To foster individual growth through the group process.
5. To evaluate the performance and growth of the group members.

During the school year of 1956-1957 the work carried on by the principals' study group consisted primarily of co-ordinating the individual faculty study with the parish-wide curriculum improvement program and helping to develop policies relating to administrative problems.

The members of the study group did these things:

1. They used the group meetings as a "clearing house" to promote clearer understandings so that each principal could provide wise leadership for his faculty.
2. Each principal selected a grade group or a special interest group in which to work at the monthly meetings.
3. Each principal reported at each meeting what was being done in his parish-wide group--its problems, how the group worked, and the progress made.
4. Each reported what was done in his faculty study and discussed its problems in order to get the thinking and help of the group.
5. Members of the group wrote descriptions of "promising practices" they had used in supervision. As each "promising practice" was read and studied, the principles of supervision considered sound were stated and discussed.

6. Dr. Kimball Wiles of University of Florida worked with the group on ways of improving instruction.
7. The last thirty minutes of the meeting were devoted to administrative problems of a parish-wide nature.

Several principals and the supervisor spent a week during the school year observing in some outstanding school system such as Springfield, Missouri, Lexington, Kentucky, and the Laboratory School of Ohio State University. Reports of these visits were made to the principals' study group.

At one of the monthly meetings, the supervisor and a principal of an elementary school presented a "promising practice" in supervision. This principal had requested the supervisor to work with him in his school. The principal was serving his second year as principal and wanted help in supervision. He also wanted to compare his thinking with the thinking of the supervisor. The supervisor and principal agreed on a time. They worked out a plan which they thought would help both the principal and the supervisor and ultimately would result in improved instruction. In carrying out the plan, the supervisor and the principal observed in each of eighteen classrooms, and, after each observation, returned to the principal's office and each listed what he thought was good and raised questions about practices and situations which did not seem to be desirable. The principal and supervisor then compared their comments, discussing each comment until each understood what the other had listed. After working a week in this manner, they compiled a list of statements concerning practices and conditions which both agreed were desirable and listed some problems which both felt needed to be discussed.

When the material was compiled, each teacher was given a copy to study. A meeting of the teachers was held several days later, at which

time the teachers, principal, and the supervisor discussed the statements prepared by the supervisor and the principal.

The list of statements is given in Appendix D. Following the presentation of a "promising practice" in supervision by the supervisor and the principal, the members of the principals' study group developed a statement of some principles of good supervision.

Evaluation of the Principals' Study Group

The May meeting has been used by the principals to evaluate the work which they have done in their study group meetings and to make plans for the meetings for the following school session. The evaluations of the Principals' Study Group for the years 1956-1957 and 1957-1958 follow:

The members of the Principals' Study Group felt that the outcomes of the work for 1956-1957 were:

1. The principals had a better insight as to what was happening in each school in the parish.
2. The school program was clarified.
3. The group made progress in further developing the skill of communicating.
4. The group had the opportunity to know each other better and to appreciate the members.
5. There was more participating because of the way the group worked.

The members of the Principals' Study Group proposed for 1957-1958 to continue as a co-ordinating body for in-service education program and to work on individual school problems. They wanted to continue to present and discuss promising supervisory practices.

The work carried on in the Principals' Study Group in 1957-1958 was basically the same as that done in the 1956-1957 sessions.

The principals believed that the study program had these values:

1. Provided professional growth of each principal.
2. Served as a medium for an exchange of ideas.
3. Helped the principals to provide the kind of leadership needed in the many situations in which they must work.
4. Provided an opportunity for the supervisor, superintendent, and other personnel to explain and develop the program of instruction.
5. Helped the principals to work better as a group.
6. Co-ordinated the work of the parish.
7. The principals saw more clearly their roles in the in-service program.
8. Gave individuals a better understanding of problems common to all.
9. Learned more effective ways of working.
10. Provided a clearing house for administrative matters and for planning the program for the school system.

They made the following suggestions:

1. Have an "observer" for each meeting.
2. Have a consultant to come in during the school year to work with the group.
3. Provide opportunities for the principals to take advantage of some of the leadership workshops offered on college campuses.
4. Talk more about our instructional programs.
5. Routine announcements need to be reduced to written form and passed out to each member.
6. Develop an organized program of Public Relations.
7. Set up jobs for the year in the in-service program.
8. Bring in a curriculum expert to guide and work with principals and teachers during the year.
9. Work out better plans to make the faculty study co-ordinate more effectively with the parish in-service study.
10. Avoid "re-hashing" the same thing in several meetings.

11. Carry out the plan to discuss the work of the maintenance employees.

The major function of the Principals' Study Group in Morehouse Parish has been to coordinate the work of the individual faculty study with the parish-wide curriculum improvement program. In their study group meetings the principals engaged in a variety of activities. The evaluations of their study program by the principals revealed that the Principals' Study Group served as a medium for an exchange of ideas, and helped the principals grow in leadership ability. The principals believed that the purposes of the Principals' Study Group were being achieved.

Parish-Wide Curriculum Meetings

The teachers of Morehouse Parish had worked on school objectives in their faculty study groups during the entire school year of 1955-1956. At the close of the school year 1955-1956, after they had worked for a year on school objectives, the teachers of Morehouse Parish asked that provision be made for parish-wide meetings for the purpose of developing curriculum guides for each grade level in the elementary schools and for each subject area at the high school level.

In September 1956, therefore, plans were developed for holding parish-wide in-service curriculum meetings. The first Tuesday of each month was selected by the teachers as the time for working together to develop parish-wide teaching guides.

Prior to the first meeting the supervisor asked for suggestions and ideas for the meeting from all teachers in the parish. He also selected a chairman and a recorder for each group. When the suggestions had been secured, the supervisor studied them carefully and then prepared a tentative guide for the first parish-wide meeting to be held in

October 1956, at the Bastrop High School from 2:30 - 4:30 p.m. The following letter, with copies of the guide for each teacher in his building, was sent to each principal:

Dear Principal:

Will you please give each of your teachers a guide sheet for the parish-wide meeting, Tuesday, October 2, 1956?

The guide is provided only to help the group get started and in no way is intended to dictate what will be done.

Each teacher may find it helpful to study the guide before the meeting and may want to raise questions and to present ideas and plans at the meeting.

Sincerely yours,

J. P. Causey, Supervisor
Morehouse Parish Schools

Parish-Wide Curriculum Work in 1956-1957

FIRST PARISH-WIDE MEETING
IN-SERVICE EDUCATION

Bastrop High School Auditorium
October 2, 1956
2:30 - 4:30 P.M.

A TENTATIVE GUIDE TO HELP US DECIDE WHAT WE SHALL DO

OUR OVER-ALL JOB: To develop the kind of guides that teachers feel will help them work more effectively with boys and girls.

WHO WILL DEVELOP THE GUIDES? All who use guides will share in developing the kind that they want.

HOW WILL WE WORK? Teachers in grades 1 through 8 will work in grade groups. In the high school, teachers will work by subject matter groups. Teachers of special subjects in Central Junior High are needed to work with teachers of grades 7 and 8. If, for any reason, a teacher still wants to work with a high school group, he may.

At the present time the thinking of those who turned in suggestions is:

I. The Kind of Guide We Want:

1. One that should guide children all over the parish in the same general direction.
2. We need a list of goals. This list should be in a simple form.
3. We need an over-all goal with a few guideposts giving direction to many specific needs of children.
4. We need a guide similar to the ones already worked out in social studies and science.
5. We need a good, concise guide in each area which would indicate:
 - a. Scope and sequence
 - b. Methods, techniques, and procedures used successfully
 - c. List of suggested units
6. We need a check list by grade levels so that the teacher can check when and how she reached the goals.

II. What May Be Used from the Teachers' Records:

1. We would like to share ways that the goals were reached.
2. We would like to discuss the actual experiences used by teachers to attain goals set up in each area.
3. We would like to have suggested activities by grade levels by which the goals might be accomplished.

III. What Is the Most Useful Form?

1. In a form quite similar to the arrangement of last year's goals, but organized more on a grade and subject matter basis.
2. In an outline form of goals taught and some of the methods by which they are attained.
3. In a booklet form containing
 - a. Goals
 - b. Suggested units
 - c. Activities
 - d. Bibliography
4. It should be simple and concise. (Not too bulky.)
5. It should contain sources that we could go to for help.
6. Eventually we should come out with a written guide that defines

allows enough flexibility to give the teacher freedom to teach creatively.

HOW MAY WE MAKE A BEGINNING?

I. Keep records this year on what we actually do, under some such headings as these:

- a. Some ways of learning the needs of the children I teach.
- b. Some goals I need to keep in mind as I work with the boys and girls in grade ____.
- c. The developmental tasks that the boys and girls are working on in grade ____.
- d. Some ways of helping boys and girls meet their needs in grade ____.

Share with one another in our study groups what we record. Select the good things, refine, and compile.

II. Each teacher should write up a "Promising Practice." Describe the situation over a period of time as she works on certain goals. List the "Values in the Situation" as the teacher sees them.

Share with one another in our study groups. Select those the group wishes to put in a booklet. Tell how the experience could have been made richer in values.

WHAT DO WE HOPE TO DO TODAY?

1. Describe the kind of guide the group may want to produce.
2. Decide how the group may come out eventually with such a guide.
 - a. What will the group work on this year?
 - b. What will the group first start doing?
 - c. Try to visualize the different jobs and the order in which they must be done.
3. What shall the members of the group be doing between now and November 6?
4. What shall the group do at the meeting on November 6?

Before the first parish-wide meeting, the supervisor prepared a form for the recorder of each group to fill out and return to him after the meeting. The form was designed to secure certain basic information which the supervisor felt he needed in order to provide the kind of leadership

and guidance each group required.

As an example of the type of information requested by the supervisor, the following report was returned after the first meeting to the supervisor by the recorder of the sixth grade group:

THE SIXTH GRADE RECORDER'S REPORT

1. Our group made these plans.

Tentative proposal: A comprehensive guide under one cover

Guide will include: Five broad areas:

1. Language arts
2. Arithmetic
3. Science
4. Social Science
5. Creative and recreative arts

What should be included in the comprehensive guide to cover all areas?

1. Goals to be worked on in each subject area.
2. Developmental tasks that girls and boys in grade six are working on.
3. Resource units for each area including a bibliography.
4. Suggested areas, topics, or problems.
5. General bibliography to help teachers find sources in each area.
6. Some ways in determining the needs of children.
7. Promising practices in each area.

2. We decided to do the following between now and our next meeting.

Write up classroom situations of evidences which indicate that we need to begin in a certain area. This evidence should give a picture of the whole situation, and it should tell time, place, situation, who was involved, and exactly what happened or what was said.

Look for samples of children's work showing a deficiency in an area.

3. At our next meeting we are going to

1. Bring daily schedule.
2. Bring one unit outline.
3. Be prepared to decide upon which area to tackle first.
4. Continue description of the guide.
5. Bring any evidence, such as test results, samples of children's

work which would indicate an area to begin working on.

The Work of the Curriculum Study Steering Committee

After the first parish-wide curriculum study meeting which was held on October 2, 1956, the Principals' Study Group held its regular monthly meeting on the second Monday in October. At this time he asked for assistance in providing leadership for the parish-wide curriculum study groups. Four principals and the superintendent volunteered to work with the supervisor. A steering committee of five members was formed at this time.

On October 26, 1956, the Steering Committee met for the first time. By that time all the recorders' reports, previously mentioned, of the first parish meeting had been received by the supervisor. The members of the Steering Committee studied the reports, discussed the contents, and developed plans for providing guidance and leadership for the parish-wide curriculum study groups. The Steering Committee began the task of providing guidance and leadership by preparing a letter to the chairmen and the recorders. In the letter the Committee included a summary of the good things the various study groups were doing and a list of questions which might help the group see goals more clearly.

The writer believes that a series of the letters which were prepared by the Steering Committee and sent to the chairmen and recorders will tell how the parish-wide curriculum study program evolved and developed. The following letters are included for this purpose:

October 26, 1956

Dear Chairman and Recorder:

The Steering Committee has prepared the following material to serve as a guide as you work with your group.

Many groups have decided on some things that they want in a guide. As they work on the job they may see a need to add other features. The first big job seems to be to get a rather clear picture of just what should be in this guide.

I. Some want this kind of a guide.

It should be concise, but flexible enough to promote creative teaching.

The guide should contain:

1. Goals to be worked on in each subject area.
2. The developmental tasks that boys and girls are working on at that age level.
3. Resource units for each area, including a bibliography both for pupils and teacher.
4. Suggested areas, topics, or problems. (Scope and sequence)
5. Methods, techniques, and procedures. Ways that the goals may be attained.
6. Some ways to determine the needs of children.
7. Promising practices in each area.
8. Ways of evaluating growth and development of children.

II. "Promising Practices" seem to be giving some people trouble. The term means just what it says. It is a practice that goes on with teacher, pupils, and maybe others participating, that accomplishes the goals the teacher has in mind and that are good for children. The descriptions are glimpses into real schools where children are learning. The write-up should give a picture of a value-rich situation, telling time, place, who was involved, and, as nearly as possible, what happened. The person reading the write-up should be able to visualize the teacher as she works and see what is happening to children.

You and your group may want to use some such questions as these to help you keep in clear focus the direction we want to go:

1. Does the group have a clear picture of what it wants in the guide?
2. Will the plans made help the group get what it wants in the guide?
3. Has the group developed definite plans?
4. Will these plans move us toward the accomplishment of our over-all objective---production of a guide that will help each teacher work effectively with boys and girls?
5. Were definite jobs selected to be worked on between meetings?
6. Are there specific plans for what will be done in the November 6 meeting?
7. Is the work decided on based on the goals we are using in Morehouse Parish?
8. Are we sure that we have the same understanding when we use certain educational terms?
9. Do we have sufficient data before making recommendations?

10. How shall we make the best use of the most recent research?

III. Resource People:

As groups reach certain stages in their work and feel a need for extra help, an effort will be made to secure the services of capable resource people to work with these groups.

The committee hopes that this guide will be of some value to you. It is not the thinking of this group that everyone must do the same thing in the same way. We have tried to pull together some ideas that seem valuable.

Sincerely yours,

The Steering Committee

The Steering Committee continued to meet monthly after each parish-wide meeting. At that time the committee felt that it could be of most help by sending out such letters as the following:

November 27, 1956

Dear Chairman and Recorder:

The Steering Committee has prepared the following material to serve as a guide as you work with your group.

We need to have a clear concept of why we are meeting and working together.

Stated simply, the aim of curriculum change is to provide improved kinds of experiences for pupils. Unless we really work to provide experiences that will facilitate desired behavior changes, we are only tinkering with the curriculum.

Sometime in the future we need to decide what we want in the guide. This should be stated simply and clearly and the contents arranged the way we think we could most effectively use the guide. As we work it will probably be necessary to make changes from time to time.

It seems highly important that we should think a great deal about the following while preparing a guide:

The kind of world we are living in
What learning is
How learning takes place

Developmental tasks
Individual differences
Other points

Some questions to consider:

1. Are we clear in our minds what can be pulled out of "promising practices" to be used as a reservoir of facts when we begin writing sections of our guide?
2. Are we working on learning how to write better "promising practices"?
3. How do we plan to decide what goals to place in a grade?
4. Are we working on improving the group process as we work together?
5. How are we making use of the goals we have accepted to work on?
6. Are we keeping adequate records of what we do and the decisions reached?

If your group feels a need for any resource persons, let us know.

Sincerely yours,

The Steering Committee

January 2, 1957

Dear Chairman and Recorder:

The parish-wide curriculum improvement meeting for January will be at the Bastrop High School January 8, 1957. There will be no general meeting but each group will meet at 2:30 and work until 4:30, taking its break at a time most suitable to the group. It is hoped that each group will make the best use possible of the two-hour block of time so that as much as possible can be accomplished toward helping our boys and girls achieve their maximum.

One of the first things we need to remember when we become discouraged and feel that little was accomplished is that the democratic process is slow and painful, but that in America we believe that it is worth the trouble and pain.

Some seem to have difficulty understanding the term, developmental task. This definition might help:

"A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks."¹

¹Robert J. Havighurst, Human Development and Education, (New York, 1953), p. 2.

Some examples of developmental tasks of middle childhood:

1. Learning to care for and use the body in an effective fashion.
2. Getting along with age-mates in a constructive pattern of social interaction.

It seems imperative that each of us gain as much understanding of "developmental tasks" as possible. Unless we take the position that the child's interests and needs should have no relation to the content of the curriculum, developmental tasks are an essential factor in curriculum planning.

One high school group, concerned about the kind of world boys and girls are living in and how certain kinds of work is carried on today, has invited a person engaged in business to meet with them. They hope that this resource person can help them see if they are teaching boys and girls in a realistic way and are up-to-date in what they are teaching boys and girls.

As an example of how some groups are working with promising practices one group has written an account of what it has done.

A copy of this has been prepared in a separate circular. Groups may find some ideas which they can use.

The reports of the recorders show that the groups are beginning to get their feet planted on solid ground, and we sense that the members of the group are feeling a degree of satisfaction over their accomplishments.

Sincerely yours,

The Steering Committee

January 22, 1957

Dear Chairman and Recorder:

The Steering Committee has read the reports of the recorders and has listened to accounts of the work of the various groups. We feel that the groups are to be highly commended for many reasons.

1. Teachers are reading widely for a purpose and from many good sources.
2. The participation in the groups is good. More and more teachers are actively engaged in discussing, questioning, and evaluating.
3. Teachers are keeping good records from which live data may be secured to prepare the guide. Some groups are learning how to analyze records and pull out factual information. They are discovering good uses for the data.

4. Some groups are using very effective ways of working. They have group work; committees are working on special jobs; individuals are preparing and presenting reports; and individuals are becoming more skilled in using the group process.

We may need to look again at what we said our over-all job is. We have accepted this one big job, to prepare a guide that will help those who prepare it to work with boys and girls more effectively.

It seems to us that the first job is to decide on what is wanted in the guide. Before much else can be done, sooner or later each group needs to list the titles of the different chapters in the order they will come. Of course, changes may be made from time to time.

Several groups have a rather clear picture of the guide. One group has reached this stage. The group has accepted for the present the following outline:

SUGGESTED DESCRIPTION OF GUIDE

- I. Title Page
- II. Foreword - tell how guide was developed.
- III. Introduction - tell what the guide is and how to use it.
- IV. Table of Contents
- V. Characteristics and Needs of Children
- VI. Ways of Determining Needs
- VII. General Objectives or Goals in Each Area
- VIII. Promising Practices
- IX. Suggested Topics
- X. Resource Units (include bibliographies)
- XI. Ways of Evaluating Growth
- XII. Bibliography for Teachers

This idea has been proposed. What do you think about it? Sometime in the future, representatives from the sixteen groups will meet together to share with one another what each group has worked out as to what is wanted in the guide. Each group might get some help from other groups. Possibly an over-all table of contents might evolve and it could be carried back to each group for its consideration.

We have thirteen copies of Dr. Vernon Anderson's new book, Curriculum Improvement. These books are being read by a number of principals and teachers. Much help can be gained by reading this book. If you would like to get this book, let us know and we'll put you on the waiting list.

The Steering Committee would like to make this one point as clear as possible. There is no set time for completing any job. We hope no group feels that anyone is pushing.

Sincerely yours,

The Steering Committee

February 27, 1957

Dear Chairman and Recorder:

The Steering Committee believes that it has evidence to support the following statements:

1. The groups are defining the problems more clearly. The plans that are being made are for the purpose of helping the group move toward the goals to be achieved.
2. The groups are using various ways and sources for gathering information and help.
3. The plans being developed are changing in ways that show teacher growth and understanding.
4. Interest and enthusiasm are on the increase.
5. There is a clearer concept of what the guide will have in it and how it will look.
6. There is a great deal of work being done between the monthly meetings.
7. Decisions are being arrived at cooperatively. The groups are functioning better. There is a great deal of sharing.
8. The groups are seeing more and more things that need to be included in the guide. There is an increasing realization of the value of a guide.
9. The groups are seeing how the curriculum improvement program can be a continuous program--carrying through the summer workshop into and through the year to come.

Some things we need to consider:

1. How can the chairman and recorder make valuable use of Dr. Alexander's contribution in your group?
2. What provision are you making for organizing, refining, and editing any materials that you have completed?

Some things to do:

1. Turn in after your May meeting:
 - a. Some questions or problems that you want help on during the workshop between 8:00 - 9:30 each day.
 - b. Plans for a continuation of the curriculum work during workshop between 10:00 - 12:00 each day.

2. Turn in to the office at the end of school what your group has completed.

Sincerely yours,

The Steering Committee

April 2, 1957

Dear Chairman and Recorder:

The Steering Committee has prepared a list of jobs that need to be completed by June 1. It was felt that the best service the Steering Committee could render at this time was to take a look at what has been done, visualize where we want to go, and list the jobs that need to be done.

These are the jobs:

1. Organize, refine, and edit any materials that have been completed. Turn in to the School Board Office by June 1, 1957.
2. Compile questions and problems that you want help on during the workshop between 8:00 - 9:30 each day. Turn in to the School Board Office after the May meeting.
3. Each group make plans for a continuation of what it has been doing for workshop between 10:00 - 12:00 each day. Turn in to the School Board Office after the May meeting. Some suggested jobs:
 - a. Evaluate what was done during 1956-1957.
 - b. Develop plans for 1957-1958.
4. Each group select a representative to serve on a committee to select a leader and recorder for the group meetings from 8:00 - 9:30.
 - a. A committee composed of a representative from each of grades one, two, and three to select a leader and recorder for Primary Group (grades 1 - 3) for meetings from 8:00 - 9:30 each day.
 - b. A committee composed of a representative from each of grades four, five and six to select a leader and recorder for Elementary Group (grades 4 - 6) for meetings from 8:00 - 9:30 each day.
 - c. A committee composed of a representative from each of grades seven and eight to select a leader and recorder for Junior High Group (grades 7 - 8) for meetings from 8:00 - 9:30 each day.

- d. A committee composed of a representative from each of the high school groups to select a leader and recorder for High School Group (grades 9 - 12) for meetings from 8:00 - 9:30 each day. The committee will take the questions and problems from each group and plan the morning sessions from 8:00 - 9:30. Turn these plans in to the School Board Office by June 1 to be sent to the consultants.
5. Compile a list of your suggestions for improving our in-service work for the next year. Turn in to the School Board Office after the May meeting.
6. Each group will need to decide on its leader and recorder for next year. The same ones may be kept or new ones may be selected. Will the recorder of each group list on your May report the name of your leader and recorder for 1957-1958?

Sincerely yours,

The Steering Committee

Parish-Wide Curriculum Work in 1957-1958

Each group in the parish-wide curriculum study program had selected its own chairman and recorder at the May, 1957, meeting and each group had met for a week during the Workshop for Teachers and Parents in August, 1957.

The first parish-wide meeting for the session 1957-1958 was held the first Tuesday in October. Following the meeting, the Curriculum Study Steering Committee, which had been enlarged by adding a representative selected by its members from each group, studied the recorders' reports and found that the following things had been done and that the following plans had been made for the November meeting:

SOME THINGS THAT WERE DONE AT OCTOBER MEETING

1. Elected co-chairman
2. Saw filmstrip "A Good Day in the Third Grade"
Discussed filmstrip
3. Read minutes of workshop
4. Began work on goals
5. Studied daily schedules

6. Explained what was done during workshop
7. Conferred with other groups
8. Explained change of procedure
9. Attempted to find a direction for movement
10. Made plans for November meeting
11. Listed characteristics of junior high pupils
12. Planned Parish Science Fair
13. Decided to work in groups to work on guides for different subjects--Algebra I, Algebra II, etc.
14. Reviewed the suggestions for curriculum study from the state and parish
15. Discussed if there were a need for a parish co-ordinator in physical education and health

PLANS FOR NOVEMBER MEETING

1. Begin checking our outline for our own information and to help the new teachers understand what has gone before.
2. Work on first four goals. Read suggested activities and try and fit into proposed form.
3. Hear report from editing committee. Study and discuss resource guides or units.
4. Meet with other groups after first meeting with own group.
5. Work in committees--on each broad area.
6. Meet with other groups and make long range plans for this year's work.
7. List characteristics of junior high students.
8. Plan units for guide.
9. Work on fair.
10. Study existing guides.
11. Revise and add to form we wish our guide to have.
12. Work on guide.

October 17, 1957

Dear Chairman and Group Members:

The Steering Committee has studied the recorders' reports of the October meeting and found that each group had looked at what was done last year and had reviewed the work and plans made during the workshop. An effort was made to help those who missed the workshop to understand what had been done. This is most commendable.

The Steering Committee has been enlarged this year. If your group is not represented on this committee, you are invited to select a representative from your group to serve as a member of the Steering Committee. This group will meet each month on Thursday, the week following the first Tuesday meeting, at 3:30 at the School Board Office.

We may need to take a look again to be sure that everyone is clear as to what our over-all goal is. It seems that everything we do should be for the purpose of helping each of us to grow and develop into better teachers so that we can provide better learning opportunities for every

boy and girl in Morehouse Parish. Our immediate job toward achieving this goal is to prepare guides to help us in what we do. What we work on should be of utmost value, and the way we work should contribute to our effectiveness as teachers. Should we ask ourselves as we decide on jobs if this will move us toward our goal?

We all realize how important thorough and definite planning is in any undertaking. One way a group may move along satisfactorily toward its goals is to do a rather good job of planning with all members contributing with their best thinking. A group may want to estimate roughly what it wants to get done this year.

It will help the members of the Steering Committee to provide more effective leadership if each recorder will make his report as comprehensive as possible. We would like to get these records by the end of the first week each month, if possible.

Will the recorder turn in with your report next month the form which asks for the name of the chairman, the co-chairman, the recorder, and the names of the members of your group?

Sincerely yours,

The Steering Committee

The Curriculum Study Steering Committee spent considerable time at its December meeting evaluating the work which had been done. The Committee believed that the members of each group need to think carefully together on some problems facing the group. With that need in mind, the Steering Committee prepared the following letter:

December 13, 1957

Dear Chairman, Recorder, and Group Member:

On Thursday, December 12th, the members of the Steering Committee discussed at length our over-all curriculum improvement program.

Several main ideas were developed:

1. Everything that we do should be for the purpose of helping us become better teachers so that boys and girls will receive more effective guidance and instruction.
2. The development of a teaching guide may be one means of providing better instruction.

3. Some groups may need various kinds of experiences which can provide a readiness for developing a teaching guide.

The Steering Committee raised several questions for your consideration, believing that careful study of these problems may result in an improvement of our in-service work.

- I. How can we work more effectively on our teaching guides?
 - a. How can our faculty study groups contribute more effectively to the development of the guides?
 - b. How can what is done in the parish-wide meetings and in the faculty study groups be more related?
- II. Do you feel that you are using your time as profitably as possible?
 - a. What would help to make your work more productive?
 - b. What suggestions do you have for making better use of our time in our groups?

The reports from the various groups indicate that:

1. Each group plans work to be done between monthly meetings.
2. Each group makes definite plans for the next meeting.
3. A number of groups are working on definite jobs for the guide.
4. Some groups are in the readiness stage, which is perfectly all right.

Sincerely yours,

The Steering Committee

On January 16, 1958, Dr. William M. Alexander, at that time from the University of Miami, worked all day with the Steering Committee helping the members evaluate what had been done and helping to develop some plans for future progress. The plans that were developed at this meeting are enclosed in the following letter. The committee prepared this letter.

January 22, 1958

Dear Chairman, Recorder, and Group Member:

On Thursday, January 16th, the members of the Steering Committee discussed ideas that may help make our curriculum work more productive. Questions raised for careful thought at your last meeting were considered.

The Steering Committee presents the following plan as a way that can provide opportunities for all groups to receive benefits and to make contributions.

As we go into the last half of the school year, it seems important to have a rather definite plan for the preparation of materials resulting from the work of the groups this far. We are considering the issuance to each teacher next fall of a loose-leaf notebook which might be entitled Guides to Good Teaching in Morehouse Parish. This would contain such materials for the grade or subject as have been prepared by our groups by next fall, such other materials as might be prepared by the groups in the future, and materials prepared by the teacher could be added.

In order to consider further the notebook idea it is necessary to know what each group expects to have ready at the end of this school year. Some groups have definite materials in preparation, such as statements of objectives and content, developmental tasks and implications, resource units, outline of courses and so forth. Others have not decided definitely upon material to prepare.

For the groups which are not already preparing materials, it is suggested that descriptions of some of our best teaching practices for the grade or subject be written up. For example, descriptions might be prepared of how the teachers in the group handle such matters as the following:

1. Teaching children to give oral reports which help all children learn.
2. Using the chalk board effectively in (grade or subject).
3. Helping children learn to write well in (grade or subject).
4. Using a variety of materials and resources effectively in (grade or subject).
5. Providing opportunities for all to learn in a group with a wide range in interests and abilities.
6. Individualizing reading in (grade).
7. Planning to have a successful science fair.
8. Helping children think critically in (grade or subject).

9. Developing a readiness for learning.
10. Planning a daily program of rich experiences for children in (grade).
11. Helping children learn to make wise decisions.
12. Helping children share in planning.
13. Creating a good environment for learning in (grade or subject).
14. Working for a good day in (grade).
15. Guiding of children by the classroom teacher in (grade or subject).

There are many similar questions or problems that may be important to the teachers of the grade or subject. Each group that is not already committed to a piece of material they consider important, might select one or even more such questions or problems, have its members write up their best practices, share these, and have an editing committee compile or select excerpts for a short description that could be turned in to the Steering Committee in May.

Please consider the above ideas at your next meeting and give us your reactions as follows:

1. What do you think of the idea of the Guides to Good Teaching notebook?
2. What material may your group be expected to have ready in May?
 - a. Some curriculum material now in process: (Describe)
 - or
 - b. Description of best practices on (state question).
3. What will be the probable length of this material? (number typed pages).

Sincerely yours,

The Steering Committee

At the February, 1958, parish-wide curriculum study meeting, the teachers reacted to the proposal of providing each teacher with a loose-leaf notebook entitled, Guides to Good Teaching in Morehouse Parish. The reports from the recorders indicated that all teachers were in favor of the plan to provide each teacher with a loose-leaf notebook. One group said that it would be an excellent way to file material as it was completed. It would be an easy way to add to the file or delete as the need arose.

Everyone seemed to like the suggestion as an orderly way to keep what was completed.

All groups reported that they would have material completed by June 1, 1958, to put in the notebook. Some of the types of material indicated are listed below:

Providing for Individual Development

Arithmetic in Grade Two

Effective Use of the Chalk Board

Helping Children Write Well

A Resource Unit on Mexico

Selection and Motivation of Social Studies Unit

Ways of Determining What to Teach in Social Studies

Characteristics of Junior High School Children

Resource Units in Social Studies

Areas of the Home Economics Curriculum

Resource Unit on Personality Development

General Objectives of Mathematics

Content Outline in Algebra I, Plane Geometry, and
Algebra II

A Suggested Guide for a Parish Science Fair

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Special Study Groups in Subject Matter Areas

In the parish-wide curriculum study groups the high school teachers meet monthly by subject matter areas. In September, 1956, the teachers organized themselves into these groups: English, social studies, science,

education. During the school year 1956-1957 each group worked on the general objectives for its particular subject area. Each group developed plans and used these plans as guides in preparing for the meetings and for the work in the meetings. Each group worked on developing a curriculum guide for its particular area. Some groups observed classroom procedures and activities in various schools. Most of the time in the meetings was used in exchanging ideas on methods of teaching.

In addition to the regular monthly meetings, some groups met in all-day sessions working with consultants. Dr. Lou LaBrant, University of Kansas City, worked one day with the teachers of English. Dr. J. H. Banks, George Peabody College for Teachers, was with the teachers of mathematics for two days and Dr. William M. Alexander, at that time from the University of Miami, worked one day with the home economics teachers.

After working together for nine months most of the teachers in each group said that their teaching had been enriched through an exchange of ideas from within the groups. They felt that group participation and cooperation had been good. They thought that they had become more aware of the needs of students. They had discovered that the needs and problems of each particular school varied.

Suggestions and Recommendations Made by Various Study Groups in Subject Matter Areas for the Year 1956-1957

The following suggestions and recommendations were made by the various study groups in subject matter areas at the May meeting in 1957:

1. Recommendations were made by some groups that each teacher be required to participate in only one in-service education activity per year.
2. Recommendations were made by some groups that the in-service education program be organized within individual school

faculties in accordance with their particular needs.

3. Recommendations were made that no in-service program be held during the first or the last week of any six-weeks period.
4. Recommendations were made that no time be taken from the school day for in-service training; however, if the decision is made to use school time, the groups recommend that one-half day each six weeks be provided for the program.
5. Should the present plan of parish meetings be continued, the groups recommend that the in-service work be continued as planned during 1956-1957 group meetings.
6. The mathematics group and the science group recommended that representatives from the primary and the elementary grades from each school in the parish should be included in their groups in order to have effective mathematics and science programs within the parish system.
7. The mathematics group recommended that the group be allowed to help select the math consultants.

Summary of the Work Done by Subject Matter Study Groups in the Year 1957-1958

At the May meeting of the 1957-1958 school session, each of the eight study groups in subject matter areas stated the purpose of the study group, listed what had been done toward accomplishing the purpose, made an evaluation of the year's work, offered suggestions for improvement, and developed plans for next year's work.

The following is a summary of what the eight groups did:

PURPOSES OF MEETINGS

- Agriculture:** To build a four-year course of study with lesson plans for vocational agriculture.
- Business Education:** To prepare a guide or course of study for business education teachers of the parish.
- English:** To study professional books, magazines, and other material pertinent to the field of English.
- Home Economics:** To work on the revision of Home Economics State Bulletin 651.

Mathematics: To work on a study guide for various courses in mathematics.

Physical Education: To prepare a well-rounded physical education program for the parish.

Science: To plan, promote, and stage a parish-wide Science Fair.

WORK DONE TOWARD ACCOMPLISHING PURPOSES

Agriculture: The four-year course of study was completed.

Business Education: A course of study, based on Bulletin 688 from State Department of Education, was completed.

English: Members participated in the reading and study program and gave reviews of their reading; group discussions and criticisms followed.

Home Economics: State Bulletin 651 was assessed and recommendations for revision were made. Items that were to be included in the new bulletin were outlined. A resource unit to be proposed for the new bulletin was worked on.

Mathematics: An over-all guide in outline form for plane geometry was completed. An outline for first year algebra was developed and worked on. A content guide for second year algebra was begun. Introduction and objectives were completed, and three chapters for this guide were outlined.

Physical Education: The group studied and evaluated the characteristics of the school child from grade one through grade twelve.

Science: General planning for the parish fair was done. Separate committees worked outside.

Social Studies: A philosophy of social studies was drawn up; general objectives of a social studies program were listed; six units of work in social studies were completed.

EVALUATION OF WORK

Agriculture: The small group worked well together; the work was completed.

Business Education: The group accomplished the work designated for the year.

English: The work assigned for the year was completed.

Home Economics: All goals for the year were accomplished.

Mathematics: Conscientious effort was shown by all; work accomplished may be of value to beginning teachers; work seems to be too piece-meal.

Physical Education: No evaluation was given.

Science: The Science Fair was considered a success; more effective success can be assured with greater representation.

Social Studies: Ideas were shared; all became more familiar with resource materials, organization of work was good; group was harmonious in points of view concerning the work; work helped to serve as a check on the individual's teaching; the work gave all a better idea of basic concepts of social studies.

SUGGESTIONS FOR IMPROVEMENT

Agriculture: No suggestions were given.

Business Education: Members of the group desire to work within individual school faculties in accordance with their particular needs.

English: No suggestions were made.

Home Economics: Members would like to work faster; members would like to define more carefully the goals, the work, and the words that are used in order to have better common understanding throughout the parish.

Mathematics: The group feels the need for a total mathematics program, including grades one through twelve, with representatives from each school; the group also feels that work done on the more immediate problems, rather than that done on the definite guide, would be more beneficial; the group would like to see acceptable guides, developed elsewhere, placed at the disposal of all teachers of mathematics in the parish.

Physical Education: The group feels the need of further study.

Science: The group would like to have representatives from all the parish schools.

Social Studies: No suggestions were given.

PLANS FOR NEXT YEAR'S WORK

Agriculture: To develop lesson plans for each job listed in the study guide.

Business Education: Members plan to study problems as they arise within the group.

English: No plans were suggested.

Home Economics: The group will wait on the suggestions from the State Advisory Home Economics Committee before work is planned in detail.

Mathematics: Group plans to complete the work started this year and to work on more immediate problems.

Physical Education: Group will continue with the objectives for improving physical education in Morehouse Parish.

Science: Members want to try to expand the Science Fair to include all grades.

Social Studies: Members want to plan social studies work which can be done during summer workshop.

The following summary of the work done by the teachers of home economics, as reported by the recorder, is typical of what each group did during 1956-1957:

HOME ECONOMICS GROUP'S SUMMARY OF IN-SERVICE STUDY IN CURRICULUM DEVELOPMENT FOR YEAR 1956-1957

Miss Lillian Talbot, District Home Economics Supervisor, and Mr. J. P. Causey, Morehouse Parish Supervisor, met with the Home Economics Group on Thursday, September 7, 1956, during pre-planning week to make plans for the way our group would participate in the State Home Economics Curriculum revision.

The group elected Mrs. Sammy Waldrip, Home Economics teacher at Bastrop High School, chairman, and Mrs. Eleanor Barberousse, Central Junior High Home Living teacher, recorder.

The group gave several reasons why they thought that the curriculum needed revising: (1) materials, units, etc., were not adequate on the seventh and eighth grade levels, (2) the purpose, goals, and methods of teaching certain units may need some changing.

In deciding where to begin, these suggestions were made:

1. Study the community background of our students.
2. Study guide and pick out good things we wish to keep and point out parts that need changing in reference to the needs of students.

3. Study high school curriculum to see its relation to home economics.
4. Get more boys interested in taking home economics.
5. Plan goals and units for different grade levels for boys.
6. Re-define our beliefs and carry through with What I Did, How It Turned Out, How to Improve.
7. Study developmental tasks of the age student enrolled in our classes.
8. Evaluate pupil progress or growth and try to explain this growth to parents.
9. Investigate the possibility of having an advisory council.
10. Try out specific units of instruction. Write them up and share with others.

The members of the group formed a library of helpful books and circulated these around for reading and study.

Before each meeting each member read and studied for the planned step to be taken and then through a sharing of ideas and discussion the teachers arrived at some tentative conclusions.

Miss Talbot met with the group again in November. Mrs. Dillon, the lunchroom supervisor of Morehouse Parish, met with the group several times. Dr. William Alexander of the University of Miami met with the chairmen and recorders of all the parish in-service study groups. The Home Economics Group was able to benefit from this group meeting for Dr. Alexander presented many helpful suggestions for curriculum study.

An outline of the Home Economics group's combined study and thinking will now be listed:

The Homemaking Curriculum includes all the experiences that a student takes part in under the influence of the school.

OUR BELIEFS

1. As our pattern of living changes our curriculum should change.

2. Our teaching should be based on present and future needs of students, family, and community.
3. As boys and girls meet changing and varying developmental tasks, the curriculum should meet these needs immediately.
4. We should determine and make the best use of school and community resources.
5. The student should constantly help evaluate herself in terms of standards set up with the group and course taught.
6. We should make wise use of equipment on hand and strive for future improvements.
7. We should be experimental and resourceful in our teaching methods.
8. We should plan cooperatively with students.
9. We should guide students in determining a usable set of values through constant evaluation.

Factors that influence and help determine what we will teach:

I. Nature of the group to be taught

- a. level of learning and ability
- b. age of group
- c. interest
- d. home background
- e. sex
- f. size of group
- g. values held by people in community
- h. personal and relationship problems
- i. developmental tasks
- j. what parents want taught
- k. past experiences

II. Facilities available

- a. make best use of what you have
- b. plan for future improvements

III. Personality of teacher

- a. resourcefulness and willingness to experiment
- b. training
- c. personal appearance
- d. ability to grow
- e. maturity
- f. security
- g. philosophy of discipline

- h. judgment
- i. appreciation of the aesthet:
- j. values held
- k. energy and vitality
- l. interest in child
- m. sense of humor
- n. inspires confidence

IV. Community resources

- a. human
- b. natural
- c. material

Special Studies by Individual Teachers in State and Regional Workshops

Many teachers of Morehouse Parish, during the school session 1956-1957 and 1957-1958, attended and participated in various regional and state workshops and conferences. Each year for the past two years about forty teachers of Morehouse Parish have attended the South Arkansas-North Louisiana Reading Conference which is held for two days in October at El Dorado, Arkansas. Dr. A. Sterl Artley and Dr. Gertrude Whipple have served as guest speakers in these workshops.

A committee of teachers meets each year and makes suggestions concerning the participation of teachers in these workshops and conferences. The following suggestions were made for one of the reading workshops at El Dorado, Arkansas:

SUGGESTIONS CONCERNING READING CONFERENCE

El Dorado, Arkansas - October 14-15, 1957

1. Leave Bastrop in time to attend the 9:00 a.m. meeting, Monday, October 14.
2. Return following the night meeting - 8:30 p.m., Tuesday, October 15.
3. Travel expenses and hotel expenses are paid by the individual

and reimbursed by the School Board.

4. Each individual is responsible for his own meals.
5. A principal and three teachers may attend from each of the following:
 - a. Bastrop High School
 - b. Central
 - c. South Side
 - d. East Side
 - e. West Side
 - f. Bonita
6. A principal and two teachers may attend from:
 - a. Cherry Ridge
 - b. Oak Hill
 - c. Pine Grove
 - d. Oak Ridge
 - e. Mer Rouge
 - f. Collinston
 - g. McGinty
 - h. Beekman
7. In selection of delegates, preference should be given to those who are especially interested in the improvement of reading instruction.
8. Each person who attends will be expected to share with his faculty any ideas gained from the conference.

The program which was used at the El Dorado meeting on October 14 and 15, 1957, is given in Appendix E.

The East Side Faculty Works on Reading

The teachers who attend workshops and conferences share with other members of their faculty what they have learned. As an example, the teachers of East Side Elementary School, Bastrop, Louisiana, who attended the reading conference prepared an outline and gave to each member of their faculty preceding a regular faculty-study meeting the following material:

EAST SIDE SCHOOL

The teachers who attended the El Dorado Reading Conference have

prepared this outline to share with you the high points of the meeting. This outline will serve as a guide to a faculty discussion on Tuesday, November 13, 1956.

The faculty has been asked to form a plan of action, stating at least one way of improving reading instruction in the school as a result of our discussion.

Please study the outline and be prepared to discuss it.

The Child and Reading

I. Kinds of growth

- A. Growth in reading
 - 1. Word perception
 - 2. Comprehension
 - 3. Reaction

B. Growth through reading

II. The reading program is a continuous program through high school.

III. There are different methods of discovering specific reading needs.

- A. Standardized tests
- B. Informal reading inventory
- C. Other ways

IV. Interpretation is the heart of the reading program.

- A. Word recognition
- B. Comprehension
- C. Reacting to what an author felt
- D. Integration with the reader's past experience

V. Imagery and reaction are very important parts of the reading process.

VI. There are various ways of teaching phonics

- 1. Synthetic approach
- 2. Analytic approach
- 3. Functional approach
- 4. Heavy drill

VII. There are certain basic principles applying to word recognition.

- A. The program should be broad in scope and should include all techniques that are useful in identifying and perceiving words.
 - 1. Use of context
 - 2. Word form clue
 - 3. Structural analysis
 - 4. Phonics
 - 5. Use of the dictionary
- B. A well developed basic stock of sight words is necessary before independent reading.
- C. Word perception principles should be developed inductively.
- D. A planned sequential program is necessary if you're going to have a sound recognition program.
- E. The successfulness of a word recognition program is dependent on readiness.

VIII. Ways of organizing the reading program for instruction.

- A. Individual differences should be provided for. "We need individual differences in a democracy. We are strong because of our individual differences."
- B. There are ways of providing for individual differences.
 - 1. Instructional groups
 - 2. Instructional plus special needs group
 - 3. Interest groups
 - 4. Homogeneous (by intelligence) not too good
 - 5. Unit approach
 - 6. Primary and elementary unit
 - 7. Continuing teacher plan
 - 8. Reading levels

Several faculty study meetings were devoted to discussions of ideas gained from the conference. The teachers then made plans for improving instruction in reading in the East Side Elementary School.

The teachers of the Oak Hill Elementary School said that they planned to improve their reading instruction by doing the following:

- 1. Making every lesson a reading lesson.
- 2. Stressing imagery in the reading interpretation.
- 3. Giving more attention to word attack skills.

Other Workshops

For a week beginning June 10, 1957, a reading workshop was held at Mississippi Southern College, Hattiesburg, Mississippi. Dr. Arthur I. Gates, Teachers College, Columbia University, was the consultant. Twenty teachers of Morehouse Parish attended this workshop.

Each year several teachers have attended a workshop in science at Louisiana State University, workshops in the language arts at Northwestern State College, and a conference on problems of the junior high school.

For two weeks eight of the principals of the Morehouse Parish schools will attend and participate in a Peabody Leadership Conference and Workshop during the summer of 1958. The preliminary program of the Conference and Workshop is given in Appendix E.

An Evaluation of State and Regional Workshops and Conferences

The teachers who have participated in the state and regional workshops and conferences reported that:

1. These experiences were stimulating, informative, and helpful in the over-all plan of the parish to improve teaching in our schools.
2. They gained a better understanding of the needs of pupils.
3. They brought back ideas and teaching techniques which they are trying out in the schools.
4. They gained a better understanding of the kind of teacher needed in a junior high school.
5. This kind of experience is valuable and should be continued and expanded.
6. They would like to attend such meetings again next year. However, they hoped many more teachers would have this experience.

The results of these experiences have already been felt in the schools.

Although a few teachers attend, all are given help. Because of this the committee recommends that this program be continued and more teachers be given an opportunity to participate.

Visitation, Observation, and Study in Selected Schools

During the school session of 1956-1957, a program of visitation, observation, and study in selected schools was begun. The supervisor believed that teachers, principals, and other school personnel could profit greatly by observing in some outstanding school systems in the United States.

A representative committee was appointed by the parish supervisor. Some general purposes for the observation program were developed. The teachers wanted:

1. To study the philosophy, organization, practices, and programs of several carefully selected school systems.
2. To search for new methods, ideas, and practices that would improve the schools in Morehouse Parish.
3. To examine instructional materials, equipment, plants, and resources.
4. To be inspired toward greater professional growth.
5. To increase their understandings of other sections of the country.

The committee compiled a list of possible school systems to be visited. These systems were recommended by educators in various sections of the country, by consultants who had worked in the Morehouse Parish schools, and by other professional people who were requested to name some school systems which they considered outstanding. Some names were omitted from the list because of distance and size of system.

The officials of the recommended school systems were contacted and requests were made for permission to visit and observe in the schools. All school systems extended cordial invitations. The school officials sent

materials, handbooks, and guides, which were studied and used in helping reach a decision as to which school systems to visit.

Three school systems were visited in 1956-1957. A group of teachers and the principal of the Bastrop High School observed in Fayette County school system, Lexington, Kentucky. A group of teachers and the principal of the Bastrop Junior High School observed in the Springfield, Missouri, school system. Some teachers and principals of the four other high schools, with the supervisor, spent a week in the Laboratory School at Ohio State University.

The report by the group which observed in the Laboratory School of Ohio State University tells what the members of the group did and lists a number of suggestions for making improvements in the educational program of Morehouse Parish. This report may be found in Appendix F.

The Visitation Program for the School Session of 1957-1958

During the school session of 1957-1958, the same steering committee for the visitation and observation program functioned. The committee, on January 13, 1958, sent a letter to all principals in Morehouse Parish stating some of the plans for the 1958 visitation program. Criteria for the selection of those going on the trip were suggested. The principal of each school was requested to send to the chairman of the steering committee the names of those interested in making a trip.

On February 10, 1958, the steering committee sent to each principal the complete plans for visiting schools in other states. The committee included a list of recommended schools which the committee had compiled from recommendations made by various consultants who had worked in the Morehouse Parish school system and by other educators. The plans

included a statement of the duties of each group chairman. Five cars of five teachers each were involved in the visitation program. A group chairman for each car was appointed by the steering committee.

A final letter was sent from the steering committee to all who were participating in the visitation program. This letter contained instructions concerning reimbursement of expenses and suggestions for making a report on the observations. The three letters from the Visitation-Observation Committee are included in Appendix F.

Each of the five groups chose a different school system to visit. Those chosen were: Oak Ridge, Tennessee; Denver, Colorado; Richmond, Virginia; Glencoe, Illinois; and Greenville County, South Carolina.

Each group prepared a report on its observations. A copy of each report was distributed to all teachers in the Morehouse Parish schools. Two of these reports are given in Appendix F.

Several principals and many teachers of the Morehouse Parish schools have had the opportunity during the school sessions of 1956-1957 and 1957-1958 to spend a week observing and studying in some very good schools in the United States. During the school session 1956-1957, groups observed in Springfield, Missouri, Fayette County, Lexington, Kentucky, and in the Laboratory School at Ohio State University.

The visitation program was expanded during the school session of 1957-1958. Five groups of five each spent a week observing and studying in one of the following school systems: Oak Ridge, Tennessee; Denver, Colorado; Richmond, Virginia; Glencoe, Illinois; and Greenville County, South Carolina.

The steering committee performed a number of tasks. It set up some general purposes for the visits, compiled a list of school systems to be

visited, decided on the number able to go under the allotment and worked out a quota for each school involved, proposed criteria for selecting those to make the visits, outlined specific duties and responsibilities of the chairman of each visitation group, sent out letters of instruction to all individuals chosen to make the trips, and requested that all groups write reports of their visits and observations.

The reports indicated that each participant in the visitation program had received valuable help. Many teachers stated that this type of in-service education had been the most worthwhile, challenging, and stimulating experience of the year for them.

Plans Made by Some Participants in the Visitation Program

After observing a week in one of the five school systems visited, each participant listed the things he planned to do, to work on, or to try during the year 1958-1959.

Mrs. Marjorie Snyder, a second grade teacher in the West Side Elementary School, who observed in the Glencoe, Illinois, schools, says she plans to do the following:

- "1. Have a current news bulletin board.
2. Develop a broader speaking vocabulary with the children.
3. Encourage more self-reliance and a greater sense of responsibility among the children for a job well done.
4. Teach notation in music and acquaint the children with some of the great composers.
5. Teach the children to recognize three or four famous paintings and a limited background of the artist.
6. Correct their speaking vocabulary when it will not interrupt their thinking. Try to encourage correct usage at all times.
7. Use more discarded material in art work.

8. Appoint a host and hostess for each week of school. Expect and encourage good manners in all phases of school work.
9. Sometimes write directions on the board, rather than given them orally. (This really has been effective since my return.)
10. Use learning games for lining up to go out of the room. Line up by birthdays, alphabetically (first and last names).
11. For the better students, use science and social studies for a wider enrichment program. Let them do research on their own and share their findings with the class.
12. Spend more time with map concepts. If at all possible, I plan to get a globe next year to begin to develop a true world concept. Any time there is an opportunity to introduce a new geographical location, find it on the map or globe."

Mrs. Melba Sullivan, a sixth grade teacher in the West Side Elementary School, who observed in Richmond, Virginia, schools plans to do the following:

- "1. Make my room more attractive, making use of each square foot of space.
2. Do more art work in correlation with science and social studies.
3. Plan and carry out a more balanced physical education program.
4. Provide more and wider opportunities and experiences for children to grow.
5. Work more individually with all my students, determining their needs and striving to help them fulfill them.
6. Watch more carefully for every opportunity to teach."

Dewayne Haynes, seventh grade teacher, in the Bonita High School, who observed in the Greenville County, South Carolina, schools listed these things to do:

- "1. I plan to reorganize my room to make it more attractive and conducive to learning and good work.
2. I plan to try to give more individualized instruction.
3. I plan to make more extensive use of the scientific method of teaching.

4. I plan to use more art in all areas of my teaching.
5. I plan to increase and broaden my program of creative writing."

Mrs. Eleanor Barberousse, home living teacher in the Central Junior High School, observed in the Oak Ridge, Tennessee, school system, and made these plans as a result of her observation:

"From my observations in the Oak Ridge, Tennessee, school system I received very little help that I can put into practice in my Home Living curriculum.

Since I will act as guidance counselor at Central Junior High next year, there are some things I hope to do:

- I. Orientation
 - A. Plan for a smooth transition from 6th to 7th grade.
 - B. Plan for a smooth transition from 8th to 9th grade.
 1. Help with scheduling for 9th grade.
 2. Have conferences with students concerning their problems related to scheduling.
- II. Testing
 - A. Select tests, help give, score, plot profile sheets, do planned research to help students where they need it.
 - B. Work with teachers to plan ways to help all students.
 - C. Give tests systematically.
- III. Scheduling
 - A. All 7th grade homerooms and classes.
 - B. All 8th grade homerooms and classes.
- IV. Counseling
 - A. Counsel with students who come of their own accord.
 - B. Counsel with referrals from teachers but not with discipline cases as such but to help children with emotional problems. Call meeting of all teachers of a student who is having emotional problems to talk over the factors that may be involved.
- V. Work with teachers to encourage group guidance.
- VI. Work with student council.
- VII. Continuously evaluate the program and make a careful evaluation

- VIII. Grow professionally in this area
 - A. Read and study.
 - B. Go to school to get more experience in this field.
 - C. Learn from my experiences with children, teachers, and parents.
- IX. Keep records on each individual child in a centralized place.
 - A. Keep an individual folder on each child.
 - 1. Personal data.
 - 2. Record of achievement.
 - 3. Special problems.
 - 4. Other pertinent data."

Miss Angela Williams, Business Education teacher in the Bastrop High School, observed in the Denver, Colorado, schools, and wants to work on the following:

- "1. Add Shorthand II to the subject offerings in Business Education if there is a sufficient demand for the course when scheduling classes in the Spring of 1959.
- 2. Have the Office Practice class limited to a certain number of students (10 to 15). Only students who can type at least 40 net words per minute and pass a general test on problem typewriting be allowed to enroll in the class. This should be a service class for the school, therefore, it should be composed of a selected group.

"In order to make this change, I plan to divide my Secretarial Practice class next year into two classes—one group in Office Practice and another group in Shorthand II (with a filing unit included), if this plan meets with the principal's approval.

"In the Spring of 1959 when students schedule classes for the following year, I hope Shorthand II and Office Practice will be listed as two separate subject offerings in the Business Education curriculum.

"Additional equipment is needed to operate an Office Practice class. The schools in Denver rented the dictaphones and some of the electric typewriters used by the students in Office Practice. A duplicating machine should be available for all Office Practice students."

E. R. Barberousee, Principal of the West Side Elementary School, observed in the Richmond, Virginia, schools. He plans to:

- "1. Rearrange the cafeteria furniture and lunchroom schedule so that we may use part of the auditorium as a play area for some physical education activities during bad weather.
2. Study in the field of testing and make plans for a definite testing program within our school.
3. Plan for a regular and definite program of scheduled parent-teacher conferences.
4. Set up tables in back of auditorium for exhibiting children's work regularly. Place bulletin boards above these tables and at proper places in the hall for exhibiting children's work.
5. Plan toward making the interior of our building more attractive by painting the halls, by exhibiting children's work, and by using pot plants and cut flowers.
6. Through carrying out number five, we will strive to instill in the children a greater appreciation for beauty, nature, and art."

J. P. Causey, Supervisor of Instruction, observed in the Greenville County, South Carolina, Schools. He plans to:

- "1. Develop cooperatively a program of observation within Morehouse Parish. Each teacher will have the opportunity to observe one day during the year.
2. Strengthen the art program in the schools through workshops in art and through planned observation by groups of teachers.
3. Concentrate on the development of courtesy and good manners.
4. Stress cleanliness and attractiveness in all the schools."

Experimentation by Teachers and Principals

In September, 1957, the following letter was received by the supervisor from Mr. Robert R. Leeper, Editor of Educational Leadership:

Mr. J. P. Causey
Morehouse Parish School Board
Bastrop, Louisiana

Dear Mr. Causey:

Focus of the March 1958 issue of Educational Leadership will be "Staff Participation in Curriculum Development--A Searching Look." Much of the professional literature has emphasized staff participation as a promising procedure for solving problems related to curriculum improvement. Actual practice, however, has caused us many times to want to raise questions about the quality of such participation and of decisions which have resulted. We hope the March issue will ask some of these questions, will examine some of the problems that arise in involving staff members in curriculum improvement, and will suggest some fresh opportunities for teacher participation.

A feature of the March issue will be a symposium article suggesting "Fresh Opportunities for Teacher Participation." This article will describe fresh opportunities for teachers to participate in areas of (a) school planning; (b) research; (c) fact-finding; and (d) planning for double sessions and for meeting other such problems.

We invite your help in setting up one portion of this symposium article. We would like you to suggest a small writing team (to include teachers and others) to prepare the statement on "Fresh Opportunities for Teacher Participation--in Research." Perhaps you know of a small research group in Morehouse Parish that could take on this project. We would want this group to indicate briefly some of the values that may derive through teacher participation in research. The major part of the article should, if possible, give actual instances in which teachers and others have participated effectively in research that has benefited both participants and the instructional program. If you cannot suggest a team to write the statement, would you be willing to undertake this assignment yourself?

The manuscript of this portion of the symposium article should reach my office by December 1. Length of the statement should be 1500 to 1800 words. Photographs or other appropriate illustrations will be welcome.

We hope you will be able to give us a lead to a person or persons to take responsibility for writing this statement. May we hear from you soon?

Sincerely,

Robert R. Leeper
Editor

The supervisor accepted responsibility for preparing the article requested and followed the suggestion of using a small writing team. Ar

the supervisor and described how a group of volunteer teachers had carried on a program of action research in some classrooms of Morehouse Parish.

The following article appeared in the March, 1958, issue of Educational Leadership:

FRESH OPPORTUNITIES FOR TEACHER PARTICIPATION--IN RESEARCH

Vera Lee Hedges, Fifth Grade Teacher,
West Side Elementary School
Bastrop, Louisiana
Louise Harris, English, Bastrop High School
Bastrop, Louisiana
Ruth Spier, Principal, East Side Elementary School
Bastrop, Louisiana
J. P. Causey, Supervisor of Instruction,
Morehouse Parish Schools
Bastrop, Louisiana

Teachers in Morehouse Parish, Louisiana, have for many years participated in various types of in-service activities. Included are experience in faculty study groups and parish-wide meetings, in which teachers work together according to grade levels in the elementary schools and in subject matter areas on the secondary school level. Most of the teachers annually participate in the voluntary workshop held during the last week of August to work on problems relating to curriculum improvement. Three times each year professional growth days are held, with the teachers planning and assuming responsibility for all speeches, discussions, exhibits, and demonstrations. Opportunities are provided for a number of teachers and principals to spend a week observing and studying in some of the most outstanding schools in the United States. Whenever workshops or conferences of major importance are held within the region, a number of parish teachers attend to bring back to their respective faculties anything that may be helpful.

Each year the program of in-service education training and other

activities devoted to professional growth has been expanded whenever the need has arisen. Joint planning on the part of all the school personnel has produced a program enlisting the participation of each teacher in the parish. These activities are promoted with the idea that the time utilized for in-service training is of greatest value when the teachers themselves work together with the supervisor to determine how it is to be spent.

One of the latest additions to the professional growth program is that of research by the individual teacher. Classroom research, or experimentation, is a means of involving teachers as they work with boys and girls to improve their own teaching practices. It is evident even from the brief experience of Morehouse Parish teachers that many benefits can be derived from experimental teaching. Among these benefits is the fact that experimentation enables the teacher to look at what she is doing with a critical eye and at the same time receive constructive help from her co-workers. It provides a means of locating real problems; it gives practice in securing data necessary for the solution of these problems; and it teaches the importance of withholding judgment until sufficient facts have been secured.

Experimentation provides an opportunity to use a variety of techniques for teaching the same thing to determine the superiority of one. It enables a teacher to realize her own responsibility for improved classroom work and for her self-improvement. Of the many benefits accruing from the Morehouse Parish program of classroom research, one of the foremost is the fact that the teachers, by conducting the experimentation within their own classes, are able to test first-hand the many modern teaching theories. Learning through actual experience thus makes the teachers more willing to

to supplant with newer and better methods outmoded practices of teaching.

The project of classroom research in Morehouse Parish began with a small nucleus of teachers who voluntarily formed the experimentation committee. In February of last year the supervisor invited all teachers expressing an interest in this type of work to meet with Dr. William M. Alexander, of the University of Miami, for the initial meeting. Dr. Alexander explained to the group the purposes, methods, and values of classroom research. The group discussed the necessary procedure for making a beginning. Most of those present participated in the program of carrying on some research in the classrooms.

During the ensuing months the teachers selected individual problems on which they wished to do organized experimentation. Most of the problems selected arose from dissatisfaction with the results of certain classroom activities. Others represented the desire of teachers to evolve new and more effective methods of helping children develop various desirable characteristics.

In undertaking the actual research, the teachers were able to obtain help and suggestions from the supervisor, Dr. Alexander, the school principals, and from each other. References on action research, such as Research for Curriculum Improvement were supplied to the participants. Records were kept by the individual teacher of the project, the various steps involved, and of some of the values.

In April the group met again with Dr. Alexander and the supervisor to discuss the problems selected, the progress being made in attempting to solve them, and any difficulties being encountered. At this time many of the participants presented encouraging reports of the success of their work in research. The supervisor and Dr. Alexander were able to observe many

of the research projects in action by classroom visits and to offer further recommendations.

The problems worked on covered nearly every aspect of the total school program, including those concerned with the physical, mental, emotional, and social development of children. Much of the research resulted in the modification of a particular method of the teacher or the use of a completely different one.

Several teachers found that written work of the children was improved considerably by individual conferences with the children about their compositions and by the keeping of folders for the written work. Another found a number of causes for the poor listening habits of children and formulated steps to remedy his situation. Much improvement was apparent as a teacher changed her method of teaching number combinations.

A number of teachers undertook research dealing with the children's social adjustment to the school environment. One teacher's project, for example, uncovered valuable ideas for helping children work more effectively in groups. Another effected a plan to improve the relationship of children on the playground.

By working out with her pupils a unit on healthful eating habits and proper table manners, one teacher was able to improve to a great degree the conduct of her children in the cafeteria. The entrances and exits of another class became quieter and more orderly after the teacher undertook classroom research to solve the problem.

In eliciting greater pupil participation in teacher-pupil planning, certain methods were found to be effective. Still another teacher chose to use certain ideas to promote better group work in her classes.

One of the best examples of the type of research done and the steps

involved in its accomplishment is the project undertaken by two teachers at the same school. Both expressed dissatisfaction with the kind of writing their children were doing. One was interested in having her children develop greater independence. In their writing she felt they were leaning too much on her for ideas and accuracy. The other teacher was interested in helping children develop more fully their creative abilities. Their ideas and expressions, she felt, lacked originality.

As these teachers discussed their problems among themselves, with their principal and the supervisor, with the larger group and the consultant, they soon realized that their concerns were closely related and could be caused by the same or by similar reasons. Following a consideration of many possible causes of their problems, they decided to work from the assumption that the children needed more experiences on which to base their creative writing. These experiences should be in the utilization of sources other than the teacher to promote the children's independence of her.

Many materials and sources for information were provided and used. Teachers, children, and parents worked cooperatively in securing those needed materials. Pets were brought in; aquariums were set up; field trips were made. Children visited the public library to bring in books on topics for which they lacked information.

One group set up a post office in the room for writing and posting real letters. Another group visited a bird farm where they saw both song and game birds, such as quail and pheasant. Charts and other types of records were kept. The children were encouraged to write about the experiences they were having.

At the end the teachers reported that the children's enthusiasm had spread to the parents. In addition to bringing in materials and talking

with the teachers about the projects, the parents offered their assistance on arranging and conducting field trips.

The teachers are continuing to work with the same idea this year with their new classes. In evaluating their work, both teachers were well pleased with the results of their first organized classroom research. Language skills of both groups were noticeably improved; the interest of both pupils and parents was stimulated; and a sense of independence was developed in the children. Of the personal benefits derived, both teachers felt they had learned to organize work better. Both felt closer to the children, their interests and their needs. The enthusiastic response of these teachers is typical of the feeling of the entire experimentation group.

Working with the teachers on their research problems caused the supervisor to become interested in trying out some experimentation in his supervision of instruction. He wanted to find out whether a teacher can improve his teaching by reading a good professional book and conscientiously testing the ideas contained in the book.

In carrying out the first step, the supervisor contacted seven junior and senior high school teachers in four schools and asked each one whether he would be willing to participate in an experiment. When the explanation was given, each teacher agreed to begin reading Effective Teaching in the Secondary Schools by Alexander and Halverson. Whenever he found an idea that seemed valuable, he would record this idea and try to incorporate it in his teaching. Notes were kept on each such attempt. These seven teachers worked in this manner throughout the year.

At the Professional Growth Day for junior and senior high school teachers one hour was allotted for these teachers to report on the topic:

"These Ideas I Discovered Through Reading; This Is What I Did; and This Is What Happened." Dr. William Alexander, a co-author of the book, attended the meeting to present his reactions to the reports and to answer questions raised by the teachers. The conclusion jointly arrived at was that a teacher can improve his teaching by conscientiously testing ideas read in a good professional book.

All the teachers who are involved in the use of scientific methods for problem solving are members of various parish-wide curriculum groups which meet monthly for a two hour period. Each group is in the process of developing opportunities for each boy and girl in Morehouse Parish. It is hoped that one of the major goals of each curriculum group will be to include in the guide suggestions which have been tested out in classroom situations.

The growth of the teacher as she works through the process involved in action research, coupled with the added experience of working in a group with other teachers in helping to develop a guide filled with the results of such research, will, no doubt, promote increased opportunities for wholesome growth and development of the children of Morehouse Parish.

After the completion of the various projects in classroom research last year, each teacher was asked to submit a brief record of the experimentation she had conducted in her own classroom and her evaluation of the work. A central committee compiled a general report on the entire program, including an over-all evaluation and recommendations for the program for this year.

The committee found that:

- A. The teachers felt that the consultant was excellent in helping them carry out the entire program.
- B. It was the consensus that organized experimentation is highly

beneficial and productive of greater results.

- C. The program stimulated much pupil and teacher evaluation.
- D. A program of this sort enables the teacher to single out more problems and apply scientific principles in solving them.
- E. The entire group felt the work to be very stimulating and rewarding.
- F. Experimentation makes teachers more willing to change their methods when better ones are found.
- G. Teachers using the experimental method learn to look at facts before drawing conclusions.

In making recommendations for this year, the committee urged that the program be activated early in the year and that more teachers be encouraged to participate. Many of the group expressed a desire to have Dr. Alexander work with the program again this year. Further recommendations made included suggestions that teachers working on similar problems might profit by working more closely with each other and that the same experiments might be conducted with other groups to determine the authenticity of the conclusions.

In accordance with the committee's recommendations, the group for classroom research has already held its initial meeting. The fact that this year twice as many teachers have expressed interest in improving teaching practices by this method is indicative of the value of teacher participation in research for Morehouse Parish. The group plans to use Dr. Alexander again as consultant.

A suggested form was given to each teacher as a guide. One-half page was allowed each of the following items on the actual form. The teacher will record on this form throughout the year as the project progresses.

(Form)

School _____

Teacher _____

Grade _____

Record of Classroom Research

1957-1958

1. I am dissatisfied with -
2. Some of the possible causes could be -
3. I have discussed this with -
4. My problem is -
5. My course of action is -
6. My plan for collecting evidence is -
7. These are the results -
8. I draw these tentative conclusions -

The Teachers Evaluate Their Experiences in Classroom Research

In evaluating their work with classroom research during 1957-1958, the participating teachers were unanimous in their approval of this method for the development of more effective teaching skills. Although they recognized that all conscientious teachers experiment to a certain extent, the teachers felt that organized experimentation is productive of far greater results. Organization of a group for classroom research provides opportunities for specialized guidance in the selection and solution of problems and for

group discussions of common problems encountered. In addition, experimentation encourages the individual to use the scientific approach by collecting sufficient data to justify all conclusions. The teachers felt, too, that classroom research encourages a teacher to analyze her teaching techniques and to evaluate them by the standards of scientific educational research.

Many other benefits, the teachers felt, were derived from their experience. The interchange of helpful ideas, the stimulation of the desire to develop into more valuable teachers, and a keener appreciation of the benefits of such research were cited by most of the participants. Many found that this method results in greater teacher and pupil evaluation. All persons in the group felt they would continue to use the experimentation method as a means of improving their present teaching methods and in finding new ones.

Recommendations for the 1958-1959 activities in organized classroom research include the giving of greater publicity to the group's existence and activities. The group noted that the membership this year represented a substantial increase over that of the year 1956-1957, and the hope was expressed that even more teachers would participate during 1958-1959. A recommendation was made also that the findings of the various experimentation projects be shared with other teachers in the same field and possibly incorporated into the curriculum guides. Working with other teachers on certain research projects was advocated as being desirable. Again, as was the case in the school session 1957-1958, the teachers felt that the use of a consultant to work with the program would result in greater interest and more gratifying results.

Workshop for Principals

The Workshop for Principals grew out of the 1956-1957 year's work done by the Principals' Study Group. The leader of the principals' study group appointed a program committee at the May, 1957, meeting to work out plans for a two-day workshop in August, 1957.

This Program Committee met during the summer and prepared the following plans:

WORKSHOP FOR PRINCIPALS
MOREHOUSE PARISH SCHOOL BOARD OFFICE
Bastrop, Louisiana

August 22 and 23, 1957

THEME: Improving Instruction in Morehouse Parish Schools

The Program Committee appointed by our chairman has selected the following three areas for consideration during the workshop:

1. Parish-wide in-service work
2. Individual school in-service
3. In-service work for principals

The Committee is raising these three questions for the group to consider:

1. What can we, as principals, do in the parish-wide in-service work toward improving instruction?
2. What can I, as a principal, do in my school toward improving instruction?
3. What can we, as principals, do to promote our own growth for leadership?

We hope that each person will study carefully the proposed questions and will bring to the workshop his best thinking on these questions and will raise other questions for the group to consider.

Dr. Maurice R. Ahrens of University of Florida has agreed to work with the group as a resource person.

Suggested Schedule: 8:30 - 10:00
 10:00 - 10:30 Coke Break
 10:30 - 12:00
 12:00 - 1:00 Lunch
 1:00 - 2:30
 2:30 - 3:00 Coke Break
 3:30 - 4:30

Program Committee

E. R. Barberousee, Chairman
 Ruth Spier
 W. P. Smith
 J. P. Causey

Plans and Ideas Developed in the Workshop

The Workshop for Principals was held at the School Board Office, Bastrop, Louisiana, August 22-23, 1957, from 8:30 - 4:30 each day. All fourteen principals, the superintendent, and the supervisor participated. Dr. Maurice R. Ahrens of the University of Florida served as consultant. Mrs. Hugh D. Boone, Principal of Oak Hill Elementary School, was the workshop leader.

The first morning was devoted to discussing the question, What can we, as principals, do in the parish-wide in-service work toward improving instruction? The members of the group decided to use each Tuesday afternoon from 2:30 - 4:30 for in-service education work. The following plans were agreed on for parish-wide in-service education:

1. All Tuesdays will be used for some type of in-service work.
2. Schools will dismiss at 2:30 each Tuesday.
3. The first Tuesday in each month will be used for our parish-wide meetings at the Bastrop High School

4. The monthly meetings on the first Tuesday will be from 3:00 - 4:30 without a break.
5. The second Tuesday will be used for in-service work related to the individual school's problems.
6. The third Tuesday will be devoted to working on problems related to the parish-wide curriculum work.
7. The fourth Tuesday may be used in ways agreed upon by an individual faculty.
8. The working day on Tuesdays extends to 4:30.

The next morning was devoted to a discussion of the question, What can I, as a principal, do in my school toward improving instruction? The problem of the beginning teacher was presented for discussion. Dr. Ahrens stated that the inexperienced teacher is a challenge to a good principal. He said that he had found it helpful for the beginning teacher to visit and observe a good teacher teach. The group made the following suggestions concerning working with new teachers:

1. Help the new teacher get settled in a comfortable situation.
2. Make her feel that she is wanted.
3. Select a good experienced teacher to work with her.
4. Write letter of welcome. Get others to do the same.
5. Help her become acquainted with the community.
6. Help her become a member of a group with like interests.

Some principals wanted to know how a principal could work with his faculty to improve instruction. Dr. Ahrens described one way a principal and his faculty could work. He suggested the following steps:

1. Talk about the good things we did last year. List on the board.
2. Talk about some things we think we can do better.
3. Decide on one or two that seem the most important.
4. Make plans for a program of action.

5. Carry out plans--evaluating from time to time.

The group accepted the concept that the principal's most important job is improving instruction in his school.

In the afternoon session, the group talked about What can we, as principals, do to promote our own growth for leadership.

These are some of the suggestions presented and accepted by the members of the group:

1. Join our professional organization.
2. Become a member of the experimentation group in Morehouse Parish and carry on some action research.
3. Do some professional reading and study.
4. Visit other schools within the parish.
5. Attend conferences, workshops, etc., outside of our parish and state.

Dr. Ahrens presented two problems for the group to consider for additional study in the Principals' Study Group during the school session of 1957-1958. The group accepted the two following problems for further study:

1. How can a principal work with his faculty on identifying a problem and then working on that problem?
2. How can a principal work out a time schedule for himself which will include a block of time each day for supervision of instruction?

Evaluation of the Workshop

At the May, 1958, meeting of the Principals' Study Group, work was begun on plans for the Workshop for Principals to be held in August, 1958. The leader of the study group asked the members to state some values which they believed had resulted from the 1957 Workshop for Principals. They gave the following values:

1. Principals had grown in the understanding of the over-all parish-wide in-service program.
2. A parish-wide plan for in-service work had been developed cooperatively.
3. Each principal had seen more clearly his role in the in-service program.
4. The role of the supervisor in the improvement of instruction had been more clearly defined.

The principals thought that the Workshop for Principals in 1958 could be improved by the group working on problems of real concern to all and by all members participating in the discussions. The following suggestions were presented for consideration:

1. Have workshop for two days preceding workshop for teachers and parents.
2. Secure Dr. Maurice R. Ahrens for consultant.
3. Appoint a committee to compile suggestions and to plan the workshop.
4. Evaluate the in-service program of 1957-1958 and make plans for the in-service program for 1958-1959.
5. Work on problems relating to substitute teachers.
6. Work on maintenance problems.

The leader of the Principals' Study Group appointed three principals to work with the supervisor as a program committee. This committee will consider the suggestions which the group offered and will make plans for the Workshop for Principals which will be held in August, 1958.

The Workshop for Principals, which was held in Bastrop, Louisiana, August 22-23, 1957, concerned itself mainly with problems of in-service education. Plans were developed for parish-wide in-service work, suggestions were made for working with the beginning teacher, and ideas were presented for promoting growth of the principal in the role of a leader.

The principals believed that the workshop had been of some value to them. Because of its potential value, plans are being made for another workshop for principals to be held in August, 1958.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study has been concerned with the way in which the public school system of Morehouse Parish, Louisiana, used funds furnished by the International Paper Company Foundation to improve an in-service education program for the teachers of the parish. The program pursued by the Morehouse Parish schools demonstrates how an in-service education program can be improved when financial support from a foundation is available.

In the study, Morehouse Parish and its schools are described; the established program of in-service education is explained; how foundation support was obtained is explained; and how the program of in-service education was improved is discussed.

Morehouse Parish, Louisiana, and Its School System

Morehouse Parish, Louisiana, is a typical southern community which, at one time, was almost exclusively rural and agricultural, but which, in recent years, has become more and more industrialized. A tendency toward continued urbanization is noted, resulting from industrial expansion in the region and the mechanization of the farms. At present, about half of the parish population is rural. Approximately fifty percent of all the people in the parish depend upon agriculture for a livelihood and thirty percent of the employed persons in the parish work

in industrial plants.

The Morehouse Parish school system is administered by a superintendent of school under the direction of a school board, composed of thirteen members. Fourteen schools for white children and nine schools for Negro children are included in the parish system. The school program is designed to develop knowledge and understandings, skills and abilities, and attitudes and interests which are needed by individuals in a democratic society.

The in-service education program in Morehouse Parish, prior to 1956, consisted of in-service study by faculty groups, a pre-school workshop for teachers and parents, professional growth days, and a principals' study group. These four kinds of activities had been provided for a number of years.

An Industry Becomes Interested in Helping Schools Strengthen Their Teaching Programs

In 1955 the International Paper Company Foundation, originally designed to help support charitable, scientific, and educational organizations and institutions, decided to develop a program that would render direct assistance to all secondary schools in the fourteen southern communities where International Paper Company plants were located.

Late in July, 1955, representatives of the Foundation discussed with Dr. Truman M. Pierce of Alabama Polytechnic Institute the desire of the Foundation to assist in the improvement of secondary education in the communities where its mills were located.

On January 5 and 6, 1956, school officials of fourteen school systems, including one from Morehouse Parish, plant managers, School of Education

personnel of Alabama Polytechnic Institute, and Foundation officials met at Auburn, Alabama, and agreed upon plans for the International Paper Company Foundation's Project in Secondary Education. They formulated policies which would serve the three groups involved in the project-- the Foundation, the participating institution of higher learning, and the fourteen school systems.

The Morehouse Parish Schools Launch an Enriched and Broadened Program of In-Service Education

After the January conference, the superintendent of schools in Morehouse Parish selected the supervisor of instruction and two principals to attend a three-week Planning Conference for the Improvement of Secondary Education at the School of Education, Alabama Polytechnic Institute in Auburn, Alabama, June 26 to July 17, 1956. During these three weeks, the representatives of the Morehouse Parish schools prepared a proposal for an enriched and broadened program of in-service education for the teachers of the parish. In addition to developing plans for various programs, the participants in the Conference on Secondary Education modified the existing policies governing the program in order to permit local school systems to develop proposals which would meet their needs.

The Morehouse Parish proposal included plans for the following ten in-service activities: 1. In-Service Study of Professional Problems by Faculty Groups; 2. Pre-school Workshop for Teachers and Parents; 3. Professional Growth Days; 4. Principals' Study Group; 5. Parish-wide Curriculum Meetings; 6. Special Study Groups in Subject Matter Areas; 7. Special Studies by Individual Teachers in State and Regional Workshops; 8. Visitation, Observation, and Study in Selected Schools; 9. Experimentation by Teachers and Principals; 10. Workshop for Principals.

All ten programs were approved by a committee composed of representatives of the School of Education personnel of Alabama Polytechnic Institute and of the International Paper Company Foundation.

A Continuing Program of In-Service Education in
Morehouse Parish, Louisiana, Schools

The in-service education program in Morehouse Parish from 1956 to 1958 consisted of ten in-service education projects. Four of these in-service activities had been in operation prior to 1956 when foundation support was secured. Six additional projects were initiated during the 1956-1957 school session after financial support had been received from a foundation. A brief statement concerning each of the ten in-service education projects follows:

In-Service Study of Professional Problems by Faculty Groups

During the school sessions of 1956-1957 and of 1957-1958 the faculty of each of the fourteen schools of Morehouse Parish engaged in organized study for the purpose of improving instruction. Each faculty met from 2:30 to 4:30 p.m. on the third Tuesday of each month. In the study groups, teachers worked on both instructional and curriculum problems which were of special concern to them.

Pre-School Workshop for Teachers and Parents

For a number of years a one week pre-school workshop for teachers and parents had been held in Morehouse Parish during the last week in August. Some night meetings had been held, especially for parents. The assistance of a number of competent consultants had been secured from various colleges,

state departments of education, U. S. Office of Education, and high schools. This practice was continued in 1956 and 1957. Although attendance was voluntary, approximately one hundred fifty teachers of the one hundred ninety one in the parish attended the 1957 workshop. The School Board and the Foundation provided the resources needed for the workshops during the years 1956-1957 and 1957-1958.

Professional Growth Days

The practice of having professional growth days was initiated by the parish supervisor of Morehouse Parish in the fall of 1955. Since that time three professional growth days have been held each year, one for the primary teachers, one for the upper elementary teachers, and one for the junior and senior high school teachers. Each program has been planned by a committee of teachers appointed by the supervisor. A study of the evaluations reveal that most of the teachers thought the professional growth days were profitable to them.

Principals' Study Group

For many years the principals of the schools in Morehouse Parish have met monthly with the personnel of the School Board Office. The first meetings were devoted primarily to administrative problems. By 1956, however, a policy had been established that a period from 2:30 to 4:30 p.m. on the second Monday of each month would be devoted to professional study, and a period from 4:30 to 5:00 p.m. on the same day would be used for discussing administrative matters.

In the principals' study group meetings, the principals engaged in a variety of activities. A study of the principals' evaluations of their

study program reveals that the Principals' Study Group served as a medium of exchange of ideas.

Parish-Wide Curriculum Meetings

After the teachers of Morehouse Parish had worked for a year on school objectives, they asked that provision be made for parish-wide meetings for the purpose of developing curriculum guides for each grade level in the elementary schools and for each subject area at the high school level.

In September, 1956, plans were developed for holding parish-wide in-service curriculum meetings. The first Tuesday of each month was selected by the teachers as the time for working together to develop parish-wide teaching guides.

A curriculum study steering committee was formed in October, 1956. The members of this committee studied reports from each study group and developed plans for providing guidance and leadership for the parish-wide curriculum study groups.

Each curriculum study group has produced some material which was designed to improve instruction. These materials will be placed in loose-leaf note books entitled, Guides to Good Teaching in Morehouse Parish.

Special Subject Groups in Subject Matter Areas

In the parish-wide curriculum study groups the high school teachers of Morehouse Parish met monthly by subject matter areas. In September, 1956, they organized themselves into English, social studies, science, mathematics, home economics, business education, and health and physical education groups. Each group worked to develop a curriculum guide for its particular area. In addition to the regular monthly meetings, some

groups held two all-day sessions.

After they had worked together for two years, most of the teachers in each group said that their teaching had been enriched through an exchange of ideas and that they had become more aware of the needs of the students.

Special Studies by Individual Teachers in State and Regional Workshops

Many teachers of Morehouse Parish, during the school sessions 1956-1957 and 1957-1958, attended and participated in various regional and state workshops and conferences. Each year about forty teachers of Morehouse Parish attend the South Arkansas-North Louisiana Reading Conference which is held for two days in October at El Dorado, Arkansas. About twenty teachers attended a workshop in reading which was held at Mississippi Southern College, Hattiesburg, Mississippi. Each year several teachers attended a workshop in science at Louisiana State University, workshops in the language arts at Northwestern State College, and a conference on problems of the junior high school at Northwestern State College, Natchitoches, Louisiana.

For two weeks eight of the principals of the Morehouse Parish schools will attend and participate in a Leadership Conference and Workshop at George Peabody College for Teachers during the summer of 1958.

Visitation, Observation, and Study in Selected Schools

During the school session of 1956-1957, a program of visitation, observation, and study was begun. Three school systems were visited. A group of teachers and the principal of the Bastrop High School observed in Fayette County school system, Lexington, Kentucky. A group of teachers

and the principal of the Bastrop Junior High School observed in the Springfield, Missouri, school system. Some teachers and principals of the four other high schools, with the supervisor, spent a week in the Laboratory School at Ohio State University.

The visitation program was expanded during the school session of 1957-1958. Five groups of five each spent a week observing and studying in the following school systems: Oak Ridge, Tennessee; Denver, Colorado; Richmond, Virginia; Glencoe, Illinois; and Greenville County, South Carolina.

Each group prepared a report of its visit and observation. The reports indicated that each participant in the visitation program felt he had received help. Many teachers stated that this type of in-service education had been the most worthwhile, challenging, and stimulating experience of the year for them.

Experimentation by Teachers and Principals

The project of classroom research in Morehouse Parish began in 1956 with a small nucleus of teachers who voluntarily formed an experimentation group. During the ensuing months the teachers selected individual problems on which they wished to do organized experimentation. Dr. William M. Alexander, of George Peabody College for Teachers, met with the group twice during the 1956-1957 school session and discussed the problems selected, the progress being made in attempting to solve them, and any difficulties being encountered.

During the 1957-1958 school session, twice the number of teachers joined the experimentation group. Dr. William M. Alexander again served as consultant.

The teachers who participated in classroom research thought that

experimentation encouraged the individual to use the scientific approach by collecting sufficient data to justify conclusions. The teachers felt, too, that classroom research encouraged a teacher to analyze his teaching techniques and to evaluate them by the standards of scientific educational research.

Workshop for Principals

The Workshop for Principals in Morehouse Parish resulted from the work done in 1956-1957 by the Principals' Study Group. The workshop was held at the School Board Office, Bastrop, Louisiana, on August 22-23, 1957, from 8:30 to 4:30 each day. All fourteen principals, the superintendent, and the supervisor participated in the workshop. Dr. Maurice R. Ahrens of the University of Florida served as consultant.

The theme of the workshop was: Improving Instruction in Morehouse Parish Schools. The group considered the following questions:

1. What can we, as principals, do in the parish-wide in-service work toward improving instruction?
2. What can I, as a principal, do in my school toward improving instruction?
3. What can we, as principals, do to promote our own growth for leadership?

The principals in evaluating the workshop gave the following as values which they felt had resulted from the workshop for principals:

1. A parish-wide plan for in-service work had been developed cooperatively.
2. The principals had grown in their understanding of the over-all parish-wide in-service program.
3. Each principal had seen more clearly his role in the in-service program.
4. The role of the supervisor in the improvement of instruction had been more clearly defined.

Plans are now being developed for a second Workshop for Principals to be held at Bastrop, Louisiana, in August, 1958.

Conclusions

This study, which was concerned with the way in which the public school system of Morehouse Parish, Louisiana, used funds furnished by the International Paper Company Foundation to improve an in-service education program for teachers of the parish, has described a plan and procedures for the use of foundation support by a public school system. The study has also shown that when definite policies are formulated governing all groups involved in a project, a public school system can utilize foundation funds without interference or control by the foundation. Furthermore, the study has demonstrated that an in-service education program can be enriched and broadened through the use of foundation support to provide additional in-service activities for teachers, to secure a greater number of competent consultants, and to provide the teachers with additional professional materials and equipment.

The study has shown, moreover, that teachers engage willingly, and in their opinions profitably, in in-service education activities when funds are available to make such activities possible.

Recommended Policies

The writer recommends the following policies for any school system interested in in-service education:

1. The local board of education should approve and sponsor the in-service education program.
2. The superintendent or his designee should have over-all responsibility for the organization and administration of the in-service education program.

3. Written policies should be made which state that the Foundation will in no way seek to interfere with local school authorities.
4. The leadership, creative talents, and the resources of all persons involved should be utilized in all phases of the in-service program.
5. The in-service education program should be interpreted to the public. Its purposes and outcomes should be understood by all concerned with improving the public school program.
6. The most competent consultants that can be made available should be secured to work with teachers and principals in the in-service education program.
7. The organization of the program should provide for continuous evaluation of the program as it develops. Attention should be given to a critical, positive analysis of the effects of particular in-service activities. An activity which does not result in better educational opportunities for children should be modified or discarded and replaced by something else.

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APPENDICES

APPENDIX A

RECOMMENDATIONS IN THE AREA OF GUIDANCE

Dr. Camilla M. Low

A. Personnel

I. Central Counseling Staff

1. One trained Counselor

- a. Load - One class, one homeroom
Four periods for guidance
- b. Function - to head up a guidance committee consisting of one teacher-counselor from each of the four classes; to coordinate the program; to be in over-all charge of the records; to arrange parent-teacher contacts and call conferences when necessary; and to engage in individual counseling--vocation, personal, social.

2. Four Teacher-Counselors

- a. Load - Three classes, one homeroom
Two periods for guidance
- b. Function - to be a member of the central guidance committee, to work with the homeroom teachers on a given grade level, to help teachers plan and prepare materials for homerooms, to see that personal information about individual pupils is made available to teachers and properly recorded on the records, to make some home contacts where necessary, etc.

(Note: This could be eight teachers with one free hour each--two for each class.)

II. Homeroom Teachers

1. Function

- a. Monday - Group guidance as student need and teacher-security warrant it. Otherwise, individual guidance. Use of data sheets early in the fall to facilitate first contact.
- b. Tuesday - Meeting with coordinator and guidance committee. Some home and parent contacts.
- c. Wednesday and Thursday - Individual guidance; use of and contribution to the records (when not involved in club sponsorship).

III. Classroom Teachers

1. Function

- a. Informal guidance via classroom activities and handling of problems.
- b. Contributions to and use of the records.

B. Records

I. Central Office Records

Instead of utilizing separate file drawers for each year of test data and each set of personal data forms, consolidate all information on a given pupil in his folder in a manner to make it easily available for teachers.

II. Homeroom Records

Develop a genuine growth record to be kept in the homeroom. It would include some of the data on the central record. In addition, some self-analyses and information regarding the students' interests and plans, and summary descriptions of the students based upon contributions from the classroom teachers' and the homeroom teacher's own observations. (Not anecdotal material, since this is too time-consuming and bulky.)

C. Testing Program

I. Less frequent school-wide achievement testing.

If an achievement battery is not given near the close of the eighth grade, then freshman testing in the fall is appropriate. Retesting from that point on could be done on a selective basis with those whose skills are weak and who need the encouragement of knowing that they are making progress.

Basic reading, language, science, and mathematics skills might be evaluated by means of standardized measures by the classroom teachers who are teaching these subjects, at any point where such a check-up appeared necessary.

II. Multifactor Aptitude Testing

An examination of such test batteries as The Tests of Primary Mental Abilities - Thurstone (SRA) and The Differential Aptitude Tests - Bennett might indicate the value of using some of these tests at the freshman and junior year levels. (See the pamphlet entitled: The Use of Multifactor Tests in Guidance, available for \$1.00 from Am. Personnel and Guidance Association, 1534 "O" St., N. W., Washington 5, D. C.). Such tests would be helpful, especially for college and vocational guidance.

III. Kuder Interest Inventory

I would advise against using this inventory. It is not a stable indicator of vocational interests and is extremely invalid in many respects. It is a good motivational technique to begin a thorough-going study of vocational choice. Otherwise, it is apt to be misleading to both students and their parents.

IV. Use of Test Data

Test data should be approximately interpreted in relation to all other available data (health, home, social adjustment, etc.) and then made quickly available to classroom and homeroom teachers. This is one point at which a trained person seems needed.

D. Scheduling

Where possible I would strongly suggest that homeroom teachers have their homeroom youngsters in one class as well as in the homeroom. This will reduce the number of different personalities which a teacher meets daily and give much better opportunity for getting well acquainted with the homeroom group.

E. Grouping

Although it makes scheduling somewhat more difficult, I believe it is important to try to do some grouping: (1) for those who are weak in basic skills and (2) for the gifted students who should be free to progress at a speed commensurate with their capacities and at a depth of comprehension impossible for the average student. Such grouping should be in certain subjects only. All students should be in heterogeneous groupings part of the day.

F. Studies

In order to gain a clearer picture of the need for organized guidance at Bastrop High School and to gain community support for such a program, some evaluative studies might well be undertaken. I would suggest as a consultant, Dr. Harold C. Hand, College of Education, University of Illinois, Urbana. He has assisted many school communities in carrying on such surveys.

NOTE: Unfortunately, in a report of this kind the focus is on aspects of the school program which might be strengthened, rather than upon the many fine features already in operation. The potentialities of Bastrop High School for leadership in guidance and in education, in general, lie primarily in the quality of the staff, their competence, their genuine helpfulness, and friendliness to the pupils, and their support and regard for each other and for their principal. The interpersonal relationships in this school are most welcome. Everybody works hard; irritations seem at a minimum, and the students appear proud of their teachers and of the school. To preserve this spirit of goodwill is more important than anything I have suggested above.

Dear Principal and Teachers:

We have the responsibility of reporting on our in-service faculty studies to the International Paper Company Foundation. In order to do this, we seek your help. We have prepared the following questionnaire to guide you and to furnish the information we will need.

The information requested is for all Tuesday studies except the first Tuesday Curriculum Study meetings.

Although this questionnaire is not to be returned to us until May, we are sending it to you now so that you will know what kind of information will be needed.

We thank you in advance for your splendid cooperation.

Sincerely,

s/ Ruth Spier, Chairman

s/ W. P. Smith

s/ E. R. Barberousse

Questionnaire

1. What does your faculty see as the purposes of faculty study?
2. What are the jobs or problems that you have worked on this year? (List of big jobs or problems you have worked on.).
3. What are some things you have done in working on the jobs or problems listed in No. 2?
4. What are some other things your faculty has done on these Tuesdays?
5. What are some values you see as a result of what you have done on these Tuesdays?
6. What are some ways your faculty studies have improved over last year?
7. What are some suggestions you have for improving your faculty studies?

SUMMARY OF IN-SERVICE STUDY OF PROFESSIONAL PROBLEMS
BY FACULTY GROUPS IN MOREHOUSE PARISH, LOUISIANA
1957 - 1958

- I. These are the purposes for faculty study as seen by faculty study groups in Morehouse Parish.
 1. To share ideas, techniques, and methods of teaching.
 2. To work together in the improvement of the various scholastic programs of the school.
 3. To evaluate the various phases of our school and make plans for improvement.
 4. To grow professionally in our service to children.
 5. To enable us to achieve more continuity in each subject area.
 6. To share ideas about what is known about children and ways of working with them.
 7. To get a clearer understanding of the goals we are working toward and to know better ways of working with children in attaining these goals.
 8. To give faculty members a chance to look at problems in the school and to work together in the solution of them.
 9. To help teachers understand that all behavior is caused, and that human minds in our democracy do participate in shaping their behavior and destiny.
 10. To improve teacher-parent-pupil relationships.
 11. To provide an exchange of ideas for a better understanding of the work of other teachers, other departments, and other schools.
 12. To keep abreast of research.
 13. To stimulate growth in the ability to participate in group meetings.
 14. To acquaint ourselves with parish wide planning and goals.
 15. To provide contacts with teachers so that they may know better the people with whom they work.
 16. To establish a more effective guidance program.
 17. To build better morale in school faculties.

18. To develop working guides.

II. These are the jobs or problems that the various faculty study groups have worked on.

1. Evaluated the physical features of a school out of which grew definite plans for improvement.
2. Made a study of a music program, with definite plans for improvement being formulated.
3. Shared ideas, techniques, and methods of the teaching of language arts.
4. Evaluated the routines of school with the faculty agreeing on changes.
5. Made an evaluation of an art program with plans for improvement.
6. Informed the faculty of plans, problems, and ways of working in the parish groups.
7. Worked on improving the committee work in a school. (Children committees sponsored by teachers.)
8. Worked to improve the school environment for children.
9. Worked to improve the health and safety habits of children.
10. Worked with anecdotal records which were more objective, specific, and valid, consequently they were of greater use to the study.
11. Worked on the problem of understanding group dynamics.
12. Gave achievement tests and mental tests, and the results were used in teacher conferences and teacher-pupil conferences.
13. Made a guide for the school session in one school and used it in evaluating the school program throughout the year.
14. Developed techniques which were used to determine and meet the social needs of children in grades 4, 5, and 6.
15. Read professional articles from books and magazines and shared them.
16. Worked on the betterment of library services throughout the schools.
17. Worked on how to present through conferences the practices and techniques used in the classroom.
18. Worked out school wide practices for continuity.

19. Worked to improve the physical education, health, and lunch programs.
 20. Worked on ways to help children to be better listeners; how to help them assume responsibility for following through with jobs.
 21. Produced a film showing activities and individualized reading program developed for a social studies unit.
- III. These are some things that faculties have done as they worked on jobs or problems in their schools:
1. Tests were given and the results evaluated for use in teaching.
 2. Inter-grade requirements were worked out in one school.
 3. The parish curriculum guide was worked on by all teachers.
 4. One faculty developed a guide for its school and revised it as the need arose.
 5. The characteristics and needs of children were studied and used in planning experiences for the children.
 6. Many read professional books and magazines, and shared ideas gained in relation to problems being worked on. Sources of materials were shared.
 7. Some worked to get a better understanding of children through individual cases.
 8. Anecdotal records were kept, read, and analyzed in faculty group; and suggestions to improve the anecdotes were made.
 9. The scientific approach to problem solving was used by some.
 10. Ideas of better ways of working with children were shared.
 11. Committees were helped with the solution of their problems.
 12. School problems were discussed, and agreements on ways of handling them were reached.
 13. A special reading class was set up in one high school.
 14. Faculty members visited outstanding schools in the nation, and shared ideas gained with other faculty members.
 15. Many teachers served on the programs for Professional Growth Days.
 16. Materials from the parish study groups were used by some teachers to develop units to be taught by them.
 17. Some faculties worked to improve the language arts in their schools.

18. Some emphasized teacher-pupil planning to improve the social studies.
 19. One first grade experimented with the production of a movie film of a social studies unit.
 20. Some teachers kept records of things tried in the classroom and shared with the faculty those which they found to be successful.
 21. Teachers shared with their faculties experimentation done under the guidance of Dr. William M. Alexander.
 22. A study of the social studies, writing, and arithmetic was made in one school and the findings shared.
 23. Plans were made for testing the sight and hearing of all children.
 24. One high school revised its library to improve its use.
 25. One school planted oak and pine trees on the campus.
 26. One school made definite short and long term plans for the improvement of the physical plant and campus.
- IV. These are some other things faculties have done on the Tuesdays used for faculty study.
1. Discussed problems and plans of parish wide organizations.
 2. Discussed problems and plans of school organizations.
 3. Distributed materials and discussed announcements from the Superintendent and Supervisor.
 4. Discussed administrative business.
 5. Evaluated teaching practices in the school with the supervisor present and made plans for another year.
 6. Worked individually and in small groups on parish in-service plans and on school plans.
 7. Used some Tuesdays for parent-teacher conferences.
 8. Heard and discussed committee reports from school and parish groups.
 9. Had speakers to talk on school needs.
 10. Some teachers attended child study groups.
 11. Some worked with guidance consultant.

12. Planned for art exhibit and for the summer workshop.
 13. Worked in the individual classrooms on school jobs.
 14. Conferred with consultant and used his help to make plans.
 15. Held faculty meetings to discuss school problems.
 16. Made plans for working with parents.
- V. These are some values faculty members saw as a result of work done on these Tuesdays.
1. Tests show reading improvement on the part of all children.
 2. Children feel good about progress made in reading.
 3. There is a better understanding of the school and its problems.
 4. There is a better understanding of different ways of doing things.
 5. Teachers have a better understanding of human behavior and can approach problems in a more scientific way.
 6. Teacher-pupil-parent relationships have improved.
 7. The general classroom atmosphere has become more relaxed and conducive to real learning. Pupils and teachers are happier and seem to meet problems in a more reasonable and scientific manner.
 8. Teachers feel "closer" and are more unified in their work with children.
 9. There is a better understanding of children and what to expect of them.
 10. Teachers have gained new ideas and have reinforced old ideas regarding desirable teaching practices.
 11. Campuses have been improved and beautified.
 12. One library is much improved in looks and use.
 13. There is more faculty participation.
 14. There is more professional reading.
 15. There is a better understanding of scope and sequence of each grade.
 16. There is more classroom experimentation.
 17. There is a more scientific approach to school problems.

18. Teachers have been helped by ideas gained from other teachers.
 19. Children have grown in the three areas in which we have worked.
 20. There is an improved music program with definite plans for continued improvement.
 21. Improvement of the physical plant has been made with definite plans for further improvement.
 22. Reaching common understandings and agreements about school routines has made for a smoother running school.
 23. There is a more definite idea of the goals which should be reached by children of each grade level by the end of the year.
 24. Teachers have learned better ways of writing a resource unit.
 25. Evaluation of the film produced showed how improvements could be made in future productions.
 26. There is a better understanding of the problems of group activity.
 27. There is an appreciation of the need for a clear understanding of goals.
 28. The over-all operation of our school has been helped in providing teachers' time for consultation with students and parents.
 29. There is more and better use of materials and equipment.
 30. There is better use made of audio-visual aids.
 31. There is a better understanding of the characteristics and needs of the junior high child.
 32. Teachers have learned to work in small groups more efficiently.
 33. There is a better acquaintance between core and course teachers.
 34. Development of guide sheets have contributed to our planning.
- II. These are some ways faculty studies have improved over last year.
1. We know more about the abilities of the pupils because our study has been applied to individual pupils and classes more than in last year's study.
 2. Our program of guidance points to the need for organized guidance as our greatest need.
 3. More members are participating in discussions.
 4. Greater interest is manifested by all faculty members.

5. There is greater cooperation among teachers.
6. We know our purposes better.
7. Our work is more definite.
8. Members did more professional reading and made more use of it.
9. More time was spent on broader problems.
10. Problems worked on were more related to actual classroom work.
11. Better use of time during group meetings was noted.
12. There was greater freedom to choose what we would like to study.
13. The faculty has apparently gained a much better understanding of human development and is using the knowledge gained to live and to help others live fuller, richer, and happier lives.
14. The efforts of faculty were better directed.
15. Closer unity of thought was noted.
16. Small group work has been more profitable in some cases than the total group work.
17. Teachers have taken turns in being responsible for leadership at the meetings.
18. Fewer things were worked on, enabling us to be more thorough.
19. A short social period at the beginning of meetings improved faculty morale and efficiency.
20. Teachers were better prepared because of more definite plans.

VII. These are some plans and suggestions for improving faculty studies next year.

1. Share more professional references and readings.
2. Spend more time on immediate school problems.
3. Make a summary of the year's work for use by the faculty during next year.
4. Have planned agenda for each meeting.
5. Bring in supervisors and other members of school staff.
6. Work more on research.
7. Work more on our own problems in the work we do with children.

8. Set up definite purposes and plans at beginning of year and make every effort to carry out plans.
9. Concentrate more effort on specific problems.
10. Encourage different members of the faculty to assume leadership roles in the faculty meetings.
11. Use the last fifteen minutes to summarize and evaluate our meetings.
12. Extend our guide.
13. Continue to seek out and work on problems of school wide interest.
14. Find a better way to help each grade group in its parish-wide curriculum work.
15. Use some of our Tuesdays for scheduled parent-teacher conferences.
16. Decide on one or two major goals for the year, and carry out an extensive study and program for attaining these major goals.
17. Make home visits.
18. Insure less interference with faculty meetings.
19. Strive for more individual participation.
20. Do more reading of professional materials.
21. Make more direct classroom application of our findings.
22. Carry out more small group work.
23. Seek the help of a good consultant.
24. Keep all faculty members posted by mimeographed sheets.

VIII. These are plans and suggestions for continuing faculty studies next year.

Final plans for faculty studies for session 1958-59 have not been completed by most faculties. These final plans will be made during pre-planning days prior to session 1958-1959.

Specific plans for continuing faculty studies next year by some faculties are as follows:

1. Work on vocabulary and word meaning throughout the school.
2. Work on problems teachers have in the classroom.
3. Work on guidance.

4. Continue to work on guides.
5. Do more professional reading and sharing.
6. Plan for regular scheduled parent-teacher conferences.
7. Continue improvement of music program.
8. Continue improvement of physical plant and campus.
9. Continue working on other jobs selected this year.
10. Continue our testing program and other phases of the over-all guidance program.
11. Plan for regular home visits.
12. Plan to involve all faculty in some kind of action research.
13. Find ways to share with each other the good things we do in our classes.
14. Compile problems which have been listed by teachers and find ways to work on them.

APPENDIX B

MOREHOUSE PARISH WORKSHOP
for
TEACHERS AND PARENTS

August 27 - August 31, 1956
Bastrop High School, Bastrop, Louisiana

DAILY SCHEDULE: 7:30 - 9:30 General Session
 9:30 - 10:00 Intermission
 10:00 - 12:00 Group Work

MONDAY - THE GOALS OF EDUCATION IN TODAY'S SCHOOLS

7:30 - 9:30 General Session

Prayer - Rev. R. H. Staples, Pastor
First Methodist Church
Bastrop, Louisiana

Welcome - S. G. Lucky, Superintendent of Schools
Morehouse Parish School Board
Bastrop, Louisiana

Announcements

Speaker - Dr. Arthur W. Foshay
Ohio State University
Columbus, Ohio

Interrogators:
W. C. Hohmann, Lena Mae Montgomery,
Alma Ricks, Frank Bishop, Helen Crook,
Mack Barham, Annie Mae Boughton

TUESDAY - MEETING CHILDREN'S NEEDS

7:30 - 9:30 General Session

Prayer - Rev. O. M. Anderson, Pastor
First Presbyterian Church
Bastrop, Louisiana

Announcements

Speaker - Dr. Arthur W. Foshay
Ohio State University
Columbus, Ohio

Interrogators:

E. R. Barberousse, Wilma Jordan,
Willie Mae Rush, Corene Yeatman,
Paul E. Williams, Clare M. Clark,
Margie Spier

WEDNESDAY - REPORTING TO PARENTS

7:30 - 9:30 General Session

Prayer - Rev. Ray Rust, Pastor
First Baptist Church
Bastrop, Louisiana

Announcements

Speaker - Dr. Arthur W. Foshay
Ohio State University
Columbus, Ohio

Interrogators:

L. P. Resweber, Hazle Mott, Eddie
Harelson, Sue Shaffer, Louise Rider,
Wesley Bunch, Jane Cabuk

THURSDAY - TEACHER-PUPIL PLANNING

7:30 - 9:30 General Session

Prayer - Rev. James Allen, Pastor
Assembly of God
Bastrop, Louisiana

Announcements

Speaker - Dr. Louise Hock
University of Florida
Gainesville, Florida

Interrogators:

W. P. Smith, Doris Odom, Melba Fae
Burgess, Oralee Wilcoxon, Joe Mott,
Glen Lee Greene, Mrs. Jeff McCain

FRIDAY - WHAT IS A GOOD READING PROGRAM?

7:30 - 9:30 General Session

Prayer - Rev. V. E. Ridley, Pastor
First Church of God
Bastrop, Louisiana

Announcements

Speaker - Dr. Margaret Shannon
State Teachers' College
Lowell, Massachusetts

Interrogators:

Ruth Spier, Virginia Barham, Zelma
Pipes, Grace Greene, William Best,
I. D. Smith, Juanita Harper

MOREHOUSE PARISH WORKSHOP
for
TEACHERS AND PARENTS

August 26 - August 30, 1957
Bastrop High School, Bastrop, La.

Daily Schedule

8:00 - 9:30

Grade Group 1-2-3

Consultant: Dr. Margaret Rasmussen
Leader: Nannette Sawyer
Recorder: Marie Larance

Grade Group 4-5-6

Consultant: Dr. J. Murray Lee
Leader: Lee Otis Speir
Recorder: L'Vonne Anderson

Grade Group 7 and 8

Consultant: Dr. Maurice R. Ahrens
Leader: James Bonsall
Recorder: Helen Hamilton

High School Group

Consultant: Dr. William M. Alexander
Leader: Helen Kovac
Recorder: Corinne Resweber

Intermission

9:30 - 10:00

Curriculum Group Meetings

10:00 - 12:00

First Grade

Leader: Veva Waldrop
Recorder: Ernestine Hathcox

Business Education

Leader: Margaret Duckworth
Recorder: Aubrey Cumpton

Second Grade

Leader: Grace Greene
Recorder: Betty Grobe

Home Economics

Leader: Sammy Waldrip
Recorder: Eleanor Barberousse

Third Grade

Leader: Elbie Brown
Recorder: Carolyn Williams

Fourth Grade

Leader: Beulah Nelson
Recorder: Jean Russell

Fifth Grade

Leader: Allice Granberry
Recorder: Louise Rider

Sixth Grade

Leader: Philip Pfof
Recorder: Melba Sullivan

Seventh Grade

Leader: Dewayne Haynes
Recorder: Jeannine Hawkins

Eighth Grade

Leader: Lucille Hohmann
Recorder: Esther Harp

Social Studies

Consultant: Dr. Wm. M. Alexander
Leader: Robert Lively
Recorder: James Watson

Science

Leader: F. A. Bishop
Recorder: K. D. Everett

Health, Physical Education & Athletics

Consultants: Mr. Simon McNeely
Mr. Wm. Noonan, Jr.
Leader: R. E. Tarver
Recorder: Sue Shaffer

English-Language Arts

Consultant: Mr. Harvey Overton
Leader: Opliss L. Harper
Recorder: Ruby Rains

Mathematics

Consultant: Mr. Robert Parent
Leader: Carrie Leonard
Recorder: Reba Wheat

NIGHT PROGRAM FOR PARENTS AND TEACHERS

Thursday Night, August 29, 1957 - 8:00 P. M.
Bastrop High School, Bastrop, La.

8:00 - 8:30 Speaker: Dr. William M. Alexander
School of Education
University of Miami
Coral Gables, Florida

8:30 - 9:30 Group Meetings

Consultants: Dr. J. Murray Lee, Dr. Maurice Ahrens,
Dr. William M. Alexander, Mr. Simon McNeely,
Mr. William E. Noonan, Jr., Mr. Robert Parent,
Mr. Harvey Overton, Dr. Margaret Rasmussen

AN EVALUATION OF THE WORKSHOP IN 1957

Morehouse Parish Schools

I. Planning the workshop

1. Did you share in the planning as much as you wished?

Yes: 90 No: 6

2. If not, what could be done so that you can share more?

No comments.

3. What is your over-all judgment of the planning of the workshop?

Excellent: 50; Good: 52; So-So: 0;
Poor: 0; Terrible: 0.

4. What is your major reason for this appraisal?

- a. Would like to work in large group first, then break into smaller groups
- b. Best workshop that we have ever had
- c. Planning the workshop outstanding, made it successful
- d. Good consultants, well chosen, very helpful
- e. Workshop represented the problem solving procedure, useful in the classroom
- f. Workshop met needs of individual teachers, providing for plenty of individual participation
- g. Work on immediate needs, good utilization of time
- h. Helped new teachers gain an understanding of our in-service program
- i. Provided for a continuation of last year's work
- j. Good group leaders
- k. Teachers helped plan workshop, place for every participant

II. Group Meetings

1. Did you participate as much as you wanted to?

Yes: 99 No: 4

2. If not, what would have helped?

No comments.

3. What ideas did you get, or have reinforced, that you want to try out this year?

- a. Provided for individual instruction
- b. Experiment with reading problems
- c. Hold Parent-Teacher conferences.

- d. Group by interests
 - e. Make units fit goals instead of goals fitting units
 - f. Start a reference file on units
 - g. Try a balanced physical education program
 - h. Emphasize readiness development
 - i. Try teacher-pupil planning
 - j. Work with real problems
 - k. Use professional materials more
 - l. Emphasize group participation in class
 - m. Try to make each child feel successful
 - n. Use functional approach to reading
 - o. Use individual work folders
 - p. Try some new ideas on evaluations
 - q. Make better use of leisure time
 - r. Try a parish science fair
 - s. Study characteristics of children we teach
 - t. Emphasize geographical skills
 - u. Strive for greater continuity
 - v. Keep accurate records of daily work
 - w. Develop responsibility in students
 - x. Keep cooperative folders (child and teacher)
 - y. Use more resource people
 - z. Encourage independence in children
4. What is your over-all judgment of the worth of the group meetings to you personally?

Excellent: 33; Good: 64; So-So: 5; Poor: 0; Terrible: 0

5. What is your major reason for this appraisal?
- a. More time needed in large group
 - b. Some time wasted at beginning
 - c. Very helpful to new teachers
 - d. Too many problems considered, not enough time
 - e. Each group should have own definite problems
 - f. Grade groups very helpful through sharing ideas, etc.
 - g. Repeated too much
 - h. Teachers able to share in planning
 - i. Consultants very helpful, practical, down to earth
 - j. Offered opportunity for all to participate
 - k. Very helpful for continuing work on our guide
 - l. High interest
6. Were you able to see any advantage in the way the groups were organized? If so, what?

Yes: 93 No: 1

- a. Special subject area teachers able to get over-all picture of program
- b. Committees could have done more work than was done in large group
- c. Larger groups received more benefit than small ones
- d. Followed logical organization

- e. Cooperation between departments encouraged
- f. Offered better contact with consultants
- g. Teachers worked on problems that were common to them
- h. Good participation
- i. Better understanding of major objectives
- j. Not so much time was wasted
- k. Smaller groups were able to accomplish more
- l. Interest was prime factor in group organization
- m. More accomplished at own level than ever before
- n. Groups were able to set over-all goals

III. Consultants

1. Did the consultants meet your expectations?

Very closely: 76; Fairly well: 20; No: 1; No answer: 9

2. What help did you receive from the consultants?

- a. Help in organizing curriculum study
- b. Help in future planning
- c. New ideas for physical education
- d. Some points cleared up for me
- e. A down to earth approach to education
- f. Showed grades 4, 5, and 6 how they could work together
- g. Provided us with addresses for materials
- h. More practical and specific answers on questions asked
- i. Suggested arrangements and some content for our guide
- j. Encouragement
- k. Emphasis on group thinking
- l. Showed how to organize unit teaching
- m. Clarification of science and social studies program
- n. Better teacher-pupil planning
- o. Stressed the importance of knowing what research shows on any educational topic
- p. Importance of physical fitness test
- q. Stimulation
- r. List of reading material suitable for my children
- s. Ways to help children learn to read
- t. Arithmetic aids
- u. Correlate spelling
- v. Criteria for evaluating an independent work time
- w. Help in selecting suitable experiences or units for my children
- x. Reviewing what we want for our children
- y. Pictures of room arrangements
- z. Evaluation of our work
- aa. Experimented with ways of working
- bb. A desire for more help
- cc. How to see the necessity of a good readiness program
- dd. Ways of meeting needs of problem readers
- ee. Understanding of adolescents and problems other teachers are having with them.
- ff. An outline for a resource unit
- gg. How parents can help children get ready to read

- hh. How to know when children are ready to read
- ii. Facts - a basis for learning
- jj. Give children responsibility and see that a job started is finished
- kk. Getting children to read more on their level
- ll. Help in building vocabulary and raising comprehension level
- mm. Help in working with oral language

3. How could we have used the consultants more advantageously?

- a. Make them more familiar with our particular system
- b. Give them a chance to present recent research findings pertinent to local teachers' problems
- c. Group needs to plan more effectively for our consultant
- d. Our group needed one whole period in small group
- e. Liked to hear more of the consultants
- f. Prefer actual classroom situation
- g. Consultant talk more
- h. One consultant for each grade
- i. Worked longer on curriculum
- j. Selected fewer problems and pressed for solution
- k. More personal consultations
- l. Lectures
- m. Used them on radio and with parents
- n. Groups share all consultants
- o. More time in workshop--be at school in afternoons
- p. Consultants share time equally with three grade groups
- q. Worked in big group longer
- r. I don't know
- s. We used them to our best advantage

4. Were you able to take advantage of the afternoon individual conference periods of the consultants?

Yes: 6; No: 78; No answer: 22

IV. Night Meeting for Parents

1. Why did you attend this meeting?

Topic interested me: 23; Speakers interested me 17;
Other reasons: 8

2. Did the program meet your expectations?

Yes: 34 No: 4

3. Did you want to say something during the meeting? If "Yes" what, briefly?

Yes: 7 No: 25

- a. The idea of explaining science program at PTA
- b. Mathematics should receive major emphasis in elementary school
- c. What can we do to help teenagers and pre-teens?

4. Did you get to say it?

Yes: 7 No: 0

5. What ideas did you get that you believe will help you?

- a. A better and more effective way of explaining our program to parents
- b. Parents want to help but professional language confuses them
- c. Teen-agers undergo great changes, differ in their stage of development, and need a lot of understanding
- d. Parents thought they should be consulted early in discipline cases
- e. Better parent-teacher relationship
- f. Teach typing if child can't write in seventh grade
- g. Need for providing for individual differences
- h. More conferences for better understanding of each other (parent-teacher)

6. What is your over-all judgment of the worth of the meeting to you personally?

Excellent: 6; Good: 36; So-so: 5; Poor: 1
Terrible: 0; Did not attend: 20; No answer: 38.

V. Films

1. Do you feel that the films you saw benefited you?

Yes: 36 No: 6

VI. Professional Materials

1. Did you use any of the professional materials that were provided?

Yes: 58 No: 27

If "No," what was the major reason why you did not?

- a. Did not take time. Fairly busy that week.
- b. Lack of time--I took names of books that I hope to read this year and some material ordered.
- c. It seems that there is never enough time to read. It is good to be able to find new sources that may be used later.
- d. I think the "time limit" was the reason.
- e. I didn't see any but learned of those available.
- f. We were setting up plans by which our task could be accomplished.
- g. Needed more on social science.
- h. I was more interested in getting information first-hand from other teachers, as well as from the consultants.
- i. My afternoons and evenings that week were completely filled with other necessities.
- j. I felt I could use them to a better advantage later.

- k. I think the time element was the reason.
- l. It seems that there is never enough time to read. It is good to be able to find new sources that may be used later.
- m. No use for it at that time.
- n. Will use them during the year. Had no time that week.
- o. Not applicable to subject taught
- p. Lack of time--time element
- q. I was not there enough--only able to attend the first session each day. I plan to use those in our school.
- r. The things our group looked for were not there.

1. Did you receive any value from the professional materials?

Yes: 55

No: 2

If you did, what was the chief value?

- a. In getting names of titles that I did not know about.
- b. I plan to order some of the material.
- c. Help me get ideas about course of study for grade 2.
- d. Used in organizing our in-service work.
- e. New ideas
- f. Study of social studies goals
- g. It gave me many sources to go to this year for valuable information.
- h. Insight into junior high athletics by Mr. McNeely
- i. Enabled me to expand on some of the points discussed in our group meeting.
- j. Seeing different books and reading some which will be helpful when working with children.
- k. I read chapters of several books that I thought would be helpful to me and to the group.
- l. There were some pamphlets on independent activities which were helpful.
- m. Perhaps having books placed where I could see them caused me to become interested in reading them.
- n. The materials helped us in our work.
- o. Opportunity to write down some of the books I want to read this year.
- p. Some help on our goals.
- q. Stimulation, new ideas, renewed ideas.
- r. Get acquainted with some books I plan to use during the school year.
- s. In our group, we used them to prepare for the following day's work.
- t. Help with learning characteristics and needs of junior high children.
- u. To find what was being taught in various grades in various subjects.
- v. Learning sources to go to for help--examined books to read during the year.
- w. They helped in guiding our thinking about the curriculum guide.
- x. Visited materials for future use.
- y. To help set up goals and understandings for our grade level.

- z. Studied other states' guides which helped me see how we might go further or continue our work on our guides.

3. Were there enough diversified materials to meet your needs?

Yes: 48 No: 6

VII. Social

Did you attend the social?

Yes: 20 No: 63

If "No," would you have attended at a different time?

Yes: 11 No: 28

If "No," would you have attended if it had been another type?

Yes: 14 No: 25

Do you feel that there were enough social activities provided?

Yes: 56 No: 4

If "No," what else should have been done?

Some afternoon activities, maybe a "tea".

VIII. Hospitality

Were you made to feel welcome and "at home"?

Yes: 10 No: 0

IX. Physical Facilities

1. Do you feel that the physical facilities adequately met the needs of the workshop?

Yes: 98 No: 0

2. If "No," what were some needs not taken care of?

- a. More dark rooms for film projection.
- b. Fans needed in group meetings.

X. Publicity

1. Do you feel that adequate publicity was given to the workshop?

Yes: 88 No: 2

2. If "No," what are some ways better publicity could have been given?

More parents should have been urged to attend.

XI. Exhibit of Children's Work

1. Do you feel the exhibit served a good purpose?

Yes: 69 No: 4 No Comment: 33

2. Was it worth the effort?

Yes: 59 No: 7 No Comment: 40

3. How could it be improved another year?

- a. The material needs to be organized before the end of the school so the committee can plan for a better organization and a more effective exhibit.
- b. More complete and systematic participation and a greater variety of work over a wider area.
- c. Provide more space for exhibits. If we divide into grade groups again, this may be the best place to exhibit material.
- d. Have exhibits from each school labeled.
- e. Teachers do not have time to look at exhibits because time is scheduled for other activities.
- f. Representatives from each school should put up exhibit for their school, rather than chairman of committee and one representative.

4. Did you submit any material for exhibit?

Yes: 3 No: 49 No Comment: 34

If not, what kept you from doing so?

- a. New teacher in parish
- b. Was not available when material was being collected
- c. Didn't know about the exhibit
- d. Was not asked to contribute
- e. Had not kept any material. Didn't plan far enough ahead.
- f. Had nothing I thought worthy of exhibit
- g. Time
- h. Was not interested
- i. Too many more important things to do
- j. Was not stressed enough to impress need to keep some
- k. Material had been damaged and misplaced
- l. Pictures were too large and would have taken too much space

XII. The workshop as a whole

1. What is your over-all judgment of the worth of the workshop to you personally?

Excellent: 41; Good: 55; So-so: 0; Poor: 0;
 Terrible: 0; No Comment: 10

2. What is your major reason for this appraisal?

- a. Ten teachers thought workshop provided fellowship and understanding among teachers with similar problems
- b. Thirty-eight teachers felt they gained information that would better prepare them for year's work ahead
- c. Twelve teachers thought workshop well organized. All seemed to have a goal and cooperated to attain it
- d. Five teachers were glad for opportunity to hear experienced teachers discuss problems and hear latest research findings from consultants
- e. Three teachers thought we made constructive steps toward guide
- f. Four teachers said consultants were good and they worked well with us
- g. One teacher thought there was too much repetition in two groups
- h. Five teachers said workshop stimulated their thinking
- i. One teacher thought value of workshop overestimated
- j. One teacher said she had better understanding of children and the way they learn

3. Do you think the over-all structure of workshop could be improved?

Yes: 14 No: 38 No Comment: 53

If "Yes," in what ways?

- a. One teacher wanted a consultant from the west
- b. Two teachers thought second group period was too long and liked the lecture period best. They want workshop to end at 11:30.
- c. Four teachers wanted a different consultant each day so all could have benefit of their experience
- d. Four teachers wanted a general session for all groups
- e. One high school teacher thought school day was too crowded
- f. One teacher wanted time planned so she wouldn't have to sit so long.
- g. One teacher thought plan of workshop was good for this year but might not fit needs of next year.

XIII. Other comments

- a. Six teachers thought planning and organization of the workshop was very good and that the consultants were good
- b. Seven teachers wanted simpler evaluation sheets and then time to fill it out at workshop
- c. One teacher thought more pupil-teacher-parent planning would make workshop more effective
- d. Two attended just one day, and three attended two days and had no comments to make

- e. One teacher gained inspiration to learn more about her field
- f. Three teachers said hospitality committee did a very good job
- g. One teacher thought evaluation sheet did not fit workshop
- h. One teacher thought workshop should help us in what we are doing in school
- i. One thought it not good to use workshop as planning period for next year's work
- j. One teacher thought teachers should not feel compelled to attend workshop but should want to improve themselves
- k. One teacher thought that each teacher should feel responsible for a job he offered to do

Each consultant who worked with the teachers was asked for an evaluation. The following is a sample of an evaluation prepared by Mr. Harvey Overton, Western Michigan University, who worked with the English teachers:

Mr. J. P. Causey, Supervisor
Morehouse Parish Schools
Bastrop, Louisiana

Dear J. P.:

. . . In the meantime, I have been mindful of my final assignment regarding the August workshop. I want to tell you first, however, that a few weeks ago I had a chance to chat with Wells Foshay, who, I learned, was at the Morehouse Parish workshop the previous summer. It was an interesting opportunity to discuss your unique in-service program and find that we were in complete agreement concerning the outstanding leadership you personally are giving the Morehouse Parish Schools.

Strong points in system

I am deeply impressed with the dedication of the Morehouse Parish teachers. A workshop on a voluntary basis obviously would not be successful without such devotion. Secondly, I am impressed with the sophistication of your teachers. They are well informed about the current thinking in their field and have evaluated it critically. In the third place, I am impressed with the readiness of your teachers to move into a carefully considered curriculum development for the Parish schools. I will say more about this point under the next heading.

Questions

1. Do you believe that the English group is ready to begin writing a resource guide? (The produce of guide writing, while helpful, is not, I believe, as important as the process. Guide writing can be a very valuable in-service training experience. Further, I have found that teachers beginning with what appear to be uncompromisable differences end up discovering that they really do have enough basic agreements on which to build a program as a result of guide writing.)
2. Could I suggest that perhaps an outside source would underwrite a

guide-writing project? (Since you would be engaged in an endeavor from which a tangible product would emerge, this might be a possibility.)

3. Speaking of outside sources, the Horace-Mann Lincoln Institute for School Research, I understand, is currently seeking out situations in which they could stimulate action research-- is this a possibility you may wish to look into?
4. How could a greater range of reading materials be made available to students in the English classrooms? (Do your librarians support the "classroom library" concept--the concept that every English and social studies classroom should be a minor library containing some two hundred novels, biographies, and the like, along with several reference books, current magazines, encyclopedias, and the like?)

Suggestions

1. Your staff has now had the opportunity of being stimulated by the ideas of many of the leading thinkers in education in the country. The results of this are reflected in the high interest of your teachers in their school program. This kind of stimulation is something which I imagine you should like to continue through the workshops. However, may I suggest that next year, or whenever the group is ready for it, that you consider having a workshop devoted to the development of curriculum guides. The social studies and English groups are now interested in this. From what I understand from the other consultants, the elementary groups are likewise interested.
2. The group of English teachers interested in improving articulation between high schools and colleges in the state might take the initiative in sparking some interest in establishing regional meetings between high school and college English teachers.
3. A procedure we found workable in guide development in Battle Creek is as follows:
 1. The group reaches consensus on tentative goals and unit areas through which they will be achieved.
 2. The basic units are developed experimentally by all teachers involved in teaching them, each teacher keeping a record of the experiences conducted and the materials used in the classroom.
 3. These records are submitted to an editing committee which writes composite units based on all of the records turned in by individual teachers.
 4. The composite units are then returned to the teachers for study, discussion, modification, and final approval.
 5. The revised units are retested the following year in the classroom by the individual teachers, who keep records of the actual use made of them, changes introduced, degree of success in achieving

goals through activities, and so on.

6. The units are revised in the light of increased experience with them. This revision becomes an annual process.
7. The community is kept informed of progress through school publications, the local press, and discussion-group meetings.

Persons whom I would recommend as consultants

1. Elizabeth Torongo
W. K. Kellogg Junior High School
Battle Creek, Michigan

Miss Torongo, a skillful teacher of broad experience, has gone through the very creative curriculum development program in Battle Creek under Bill Alexander and Maurice Ahrens. She has had considerable workshop experience, both as participant and consultant. Also, she has done some work with Dora V. Smith at Minnesota.

2. Dr. Clara Chiara
Professor of Education
Western Michigan University
Kalamazoo, Michigan

Dr. Chiara took her doctoral program with Harold Alberty at Ohio State. She has had considerable public school experience and has served on the staff at Western for the last nine years where she has taken the lead in developing a program to train core teachers. She is remarkably effective in working with teachers in workshop situations and is currently working in guide development programs with several area schools.

My best wishes for another successful workshop next August. I shall look forward to seeing you at some national curriculum conference.

Sincerely,

s/ Harvey Overton

APPENDIX C

MOREHOUSE PARISH SCHOOLS

Bastrop, Louisiana

QUESTIONS AND SUGGESTIONS - PROFESSIONAL GROWTH DAY - GRADES 4-5-6-7

I. What are some things you want help on?

- A. 1. What are some ways and means by which teachers care for individual differences?
2. How can I help children learn to work more independently, yet just as thoroughly?
3. How can I help children learn to think critically?
4. How should I grade in physical education, music and art?
5. How can the best cooperation be secured between the children and the teacher in regard to classwork and homework.
6. What are some practices in our grades' field that local teachers have tried out and have found to be practical in our situation?
7. How can I use teaching aids more effectively?
8. I want some help in music - types of songs to be used in fifth grade.
9. How do you introduce tempera painting?
10. How does one plan and begin a unit of work?
11. What are some better ways to work with children of varying abilities?
12. How can I make more use of materials other than basic texts?
- B. 1. Have a discussion of the science program in elementary schools. Discuss some things we may do to reach the child with high interest in science and guide him toward ever increasing exploration in science.
2. I would like help on simple science experiments that could be used with little equipment.

3. How many science units can be taught successfully in one school term?
 4. What are some of the most important fields for today's science in the elementary grades?
 5. How can I teach my units in science (Wild Life, Animals, Birds) by using the scientific method?
 6. What would be some major problems in trying to teach a unit for the International Geophysical year?
 7. Where can I find enough books and materials for thirty-four children for one unit---especially in science?
 8. How can I make the best use of local resources in connection with scientific phenomena?
 9. How can I better my science program?
- C.
1. How can you teach arithmetic to children in the sixth grade who have no skill in reasoning? I am referring to those who use memory alone and do not think through processes.
 2. How to work with my group to help them to think for themselves rather than to depend upon me or others in the room?
 3. Show how much arithmetic reasoning can be brought into science and social studies.
 4. I need help in meeting the mathematical needs of the children in my room, development of number concepts, a full and practical appreciation of fractions, and the ability to interpret recorded situations.
 5. What techniques can we use with a large group in order to teach arithmetic on an individual basis?
- D.
1. What are some experiences for children who are non-readers, or read below grade level?
 2. How can I measure (be certain of) what the children are getting in reading and language when I teach these only through science and social studies?
 3. How may I group in a grade when reading ability is from four to five levels?
 4. How may I develop a better vocabulary in reading new material for the first time?

- 5. What are some ways of using reading to good advantage with sixth grade children?
 - 6. How can I best meet the requirements of my students for graded reading materials--materials to meet the needs of the weaker readers and challenging materials for the better readers?
- E.
- 1. I need some help in teacher-pupil planning.
 - 2. I would like help in providing experiences of interest for those children who participate very little in any classroom activity.
 - 3. How can children be kept interested in carrying out plans they make?
 - 4. How can I have sufficient activity without so much confusion?
 - 5. What are many ways in which a unit can be made real to children?
 - 6. How do you know when a unit has been successfully taught?
- F.
- 1. I would like some specific help on scope and sequence in social studies.
 - 2. What are some ways we can get to the real problems or questions that children are concerned about in a social studies unit?
 - 3. How can I handle the social studies program so that the children may get the most from the program?
 - 4. What are some ways of determining the real concerns of children which will provide experiences through which the accepted goals of social studies and science may be reached?
 - 5. I need more specific units and lengths of time to be spent on each for social studies and science.
 - 6. I need ideas on evaluation of a visit completed in social studies or science.
 - 7. What are some ways of introducing a unit and providing experiences throughout a unit that will lead to the attainment of accepted goals in social studies and science that will be of real concern to the children?
 - 8. Where can I find more suggestions for activities to be used with my social studies and science units?
 - 9. How can I make social studies more meaningful to children?

10. What are ways of providing change and variety in the social studies period so that children will not lose interest?
 11. How can I get more creative writing in social studies?
 12. What are some ways of using art with science and social studies?
 13. What methods can be used to motivate units in science and social studies?
- G.
1. What are some interesting and needed experiences in the language arts area that will promote better use of correct usage in speaking and writing?
 2. How can we bridge the gap in language from elementary grades to junior high grades?
 3. How should language be taught to obtain the best results?
 - a. Should language be taught as a subject or only during units?
 - b. Should we devote one 30 or 40 minute period a day to the teaching of language?
 4. How can we obtain the best results in our tool subjects?
 5. How can I make spelling more functional so that I will see evidence of improvement in all my children's written work?
 6. How can I get my children to write more independently?
 7. How can I make my language arts program more meaningful and effective?

II. How would you like to have this help given on the program?

1. Have experience sharing by teachers who are adept at this way of working.
2. Have some one tell me how it is done.
3. Have panel discussion.
4. See a film.
5. Work with a consultant.
6. Use a class or group demonstration.
7. Have questions and answers (unrehearsed open discussion).

8. Discuss and exchange ideas as to different activities we do in a social studies or science unit.
9. I would like to hear a good consultant and also some teachers who have experimented with different ways and found them satisfactory.
10. Have someone give illustrations and examples of how this has been done with a group of children.
11. Give information in a "down to earth" way by teachers or consultants specialized in these fields. Have open discussion or questions from the floor later.
12. I would like to see someone do experiments.
13. Have teachers give their experiences (successful) in caring for individual differences.
14. I think a panel discussion would be interesting with a time at the end for all who are interested to ask questions to members of the panel.
15. Use recordings or films.

III. Suggest how you think the day could be made pleasant and profitable to you.

1. Draw everyone into the discussion instead of just listening all day.
2. Have a good speaker with some refreshing ideas, along the lines of trends of education today.
3. Have a well organized day.
4. Have variety.
5. Provide for relaxation.
6. Have an excellent speaker.
7. Have varied, fast moving program with "stretching" time. Hear our teachers who are especially strong on points where I am seeking help.
8. I think a variety of activities would make the day more pleasant.
9. Have more activity; maybe a panel discussion.
10. Have shorter periods

11. The shorter periods we had last year were a big help. I hope we have them again this year.
12. Have more sessions with your own grade group. Have more free participation.
13. Have activity for all brought in some way. Have at least two twenty to thirty minute intermissions.
14. Have a display of science materials being used in schools.
15. Have several short breaks.
16. Have discussion in smaller groups.
17. Have more free time to examine materials and exhibits. Have a short period for a form of entertainment and relaxation.
18. Use the same plan we had last year.
19. Have the program centered around topics which will be helpful to each of us.
20. Have a longer time at noon.
21. Dispense with the grade group meetings at the end of the day.
22. Begin the meeting earlier and have the coffee at relaxation.
23. Have a good consultant.
24. Last year's plans were satisfactory.
25. Have more breaks, shorter discussion periods, one period after lunch; possibly breaking into grade groups in morning and afternoon.
26. Have a good professional film.
27. Invite one of the school choirs to perform during the noon hour.
28. Have good music.
29. Ask Mr. Causey to have a part on program to give us a better knowledge of his thinking.

IV. What suggestions do you have for improving the Professional Growth Day?

1. Have more consultant participation.
2. Invite Mr. Causey to participate.

3. Have fewer long papers so close together.
4. Have longer lunch hour. The day does not necessarily need to last the full time.
5. I think the length of the day could be shortened. It is very tiring to sit all day.
6. Do not include grade group meetings at the end of the day.
7. Display all materials used in a unit in science or social studies.
8. Eliminate groups like we had last year at end of day's work.
9. Have a greater variety of activities.
10. Have a wider variety of experiences.
11. Have shorter periods of listening to prepared talks.
12. Try not to get too much done in one day. Appoint committees.
13. Be more conscious of teacher needs.
14. Be more conscious of the results we get.

APPENDIX D

I. PRACTICES AND CONDITIONS WHICH MAY PROMOTE DESIRABLE CHILD GROWTH AND DEVELOPMENT

1. The daily plan is on the board in sufficient detail for both teacher and pupils to know what they will be doing all day.
2. The room is clean, neat, and attractive. Places are provided for materials so that things can be organized and arranged for effective use.
3. Teacher and pupils are working on problems of present-day concern.
4. Pupils are able to make choices.
5. Many different kinds of materials, such as books, magazines, newspapers, etc., are being used by children.
6. Much art work is being done functionally through social studies and science.
7. The group helps individuals to improve; it offers specific help.
8. Children's opinions and ideas are asked for and considered.
9. Reports are well prepared and given in such an interesting manner that children listen attentively.
10. The problem approach is being used in social studies and science.
11. Pupils keep a written account as the unit develops.
12. Pupils help in developing the problem.
13. The teacher first finds out what children already know and then starts at that point.
14. Children are reading material suited to their reading levels.
15. Children are reading material which is interesting to them.
16. Each pupil sees the progress that he is making.
17. Children choose their own library books and have time to read silently for pleasure in school.
18. Children are doing research to find information for which they have real need and interest.
19. Children accept suggestions for improvement from both teacher and the children.

20. Children are interested and express their thoughts freely.
21. The teacher, with skillful guidance, lets the children do the things they can do, instead of doing those things for them.
22. The teacher is willing for work done by children to be displayed and used, even though it contains imperfections.
23. There are good, warm, human relationships.
24. The chalkboard is being used in many ways.
25. Bright colors liven up the environment.
26. The teacher gives plenty of time for every child to be heard, and he does not rush the child.
27. Children are having many opportunities to do reflective thinking.
28. The teacher is definite and thorough.
29. The teacher and pupils evaluate the period, plan for the next day, and decide on ways to improve. This information is written on the board.
30. The teacher sees to it that the pupils feel pleased with what they have accomplished.
31. The teacher and pupils decide cooperatively on ways the unit could be made interesting.
32. The teacher and pupils plan together whatever jobs there are to be done.
33. The teacher strives to get every child to participate.
34. Many different activities are going on, so that every child can find something he can do and something that interests him.
35. The teacher and pupils are relaxed. Humor is utilized effectively.
36. Charts with goals and standards are displayed and used.
37. Children are bringing in many resources to be used in the classroom.
38. The teacher helps a weak pupil to do something well, before the group, so that the child may develop a worthy self-concept.
39. The teacher is working on concepts and principles of geography in the social studies unit.
40. The teacher and children show interest and enthusiasm.
41. The teacher helps each child at the "point of error."

42. The teacher is working on many things at the same time. Through working on one job, the children are learning reading, spelling, language, handwriting, and other skills.
43. The teacher states frequently that her children are doing well.
44. During a work period many jobs to be done are listed on the board. Children work on several jobs during the period and do not all do the same ones.
45. Pupils share with one another what they have done.
46. The teacher uses her voice so that she is heard by only those who need to hear.
47. In an art period the children are doing different things. There is a purpose for what each does. They are making a museum. Another group of children will be invited in to see it.
48. The teacher is "alive," enthusiastic, and generally interested in what is being done. The teacher develops the same qualities in the children.
50. The teacher writes on the board in a large, strong, and bold style.

II. PRACTICES AND CONDITIONS WHICH MAY HINDER DESIRABLE CHILD GROWTH AND DEVELOPMENT

1. The teacher does things that could be done by children.
2. The teacher is more concerned about "what is done" than "how it is done."
3. Only a few children participate.
4. Emphasis is placed on grades and scores children make.
5. Little time is given for children to think and grow.
6. Real experiences and concrete materials are not used to help children develop understandings and concepts.
7. The child points to words as he reads.
8. Some children present work to the class without doing adequate preparation and practice.

APPENDIX E

FOURTH ANNUAL
SOUTH ARKANSAS-NORTH LOUISIANA READING CONFERENCE
October 14 and 15, 1957
El Dorado, Arkansas

Monday, October 14

8:00 - 2:00	Registration - El Dorado High School Auditorium
9:00 - 11:00	<p>Visitation and Observation in El Dorado Schools Buses will load in front of High School Auditorium to transport visitors to schools</p> <p>Hugh Goodwin School - East Fifth Street Northwest School - North College Avenue Retta Brown School - Dixie Drive Southside School - South Jackson Avenue Yocum School - South Bellott Junior High School - West Faulkner Senior High School - Summit Avenue</p>
2:00 - 4:00	<p>First General Session Mr. J. Kendall Hoggard, Director of Instruction El Dorado Schools - Presiding</p> <p>Invocation: Mr. Henry T. Hogg, Principal El Dorado Junior High School</p> <p>Welcome: Mr. G. A. Stubblefield, Superintendent El Dorado Schools</p> <p>Welcome to El Dorado: Mr. H. B. Axum, President El Dorado Chamber of Commerce</p> <p>Greetings from Southern State College: Dr. Dolph Camp, President Southern State College Magnolia, Arkansas</p> <p>Address: "The Teaching of the Language Arts" Dr. Gertrude Whipple</p>
7:00 - 8:30	<p>Second General Session: Mr. Dean Whiteside, Supervisor State Department of Education Presiding</p> <p>Address: "Providing for the Gifted Child" Dr. Gertrude Whipple</p>

Tuesday, October 15

8:00 - 2:00 Registration - El Dorado High School Auditorium

9:00 - 11:00 Visitation and Observation in El Dorado Schools
Buses will load in front of High School Auditorium
to transport visitors to schools

2:00 - 4:00 Third General Session
Dr. Frank Irwin, Chairman, Division of Education
Southern State College - Presiding

Address: "Materials and Equipment for Reading Instruction"
Dr. Gertrude Whipple

5:00 Dinner in High School Cafeteria

7:00 - 8:30 Final General Session
Mr. Howard M. Elder, Principal
El Dorado High School - Presiding

Address: "Reading in the Secondary School and Evaluating
the Child's Growth in Reading"
Dr. Gertrude Whipple

Evaluation and Look to the Future
Mr. G. A. Stubblefield, Superintendent
El Dorado Schools

PEABODY LEADERSHIP CONFERENCE AND WORKSHOP
George Peabody College

July 28 - August 8, 1958

Theme: New Directions for American Schools

First Week

- Monday, July 28 Presiding, Dr. E. L. Lindman, Chairman, Department of Education
- 10:00 A. M. "Greetings and Observations," Dr. Henry H. Hill,
President, George Peabody College for Teachers
- 11:00 A. M. "Conference Plans and Procedures," Dr. Bennie Carmichael,
Assistant Professor of Education
- 2:00 P. M. "Educational Trends in Perspective," Dr. Alexander J.
Stoddard, Consultant for The Fund for the Advancement
of Education
- 3:00 P. M. "Comments and Questions," Panel to Be Selected
- Tuesday, July 29 Presiding, Dr. Worth McClure, Former Executive Secretary
of the American Association of School Administrators
- 10:00 A. M. "New Approaches to School Problems, " Dr. E. L. Lindman,
Chairman, Department of Education
- 11:00 A. M. "Comments and Questions," Panel to Be Selected
- 2:00 P. M. "Educational TV--Its Potentialities and Limitations,"
Dr. Alexander J. Stoddard, Consultant for The Fund
for the Advancement of Education
- 3:00 P. M. "Some Televised Lessons," Dr. Samuel P. Wiggins,
Associate Professor of Secondary Education, and others
- Wednesday, July 30 - Presiding, Dr. William M. Alexander, Professor of
Education
- 10:00 A. M. "Trends in Curriculum Development," Introduction and
Summary by Chairman
Panel: Dr. Jack Allen, Professor of History
Dr. F. Lynwood Wren, Professor of Mathematics
Dr. H. Craig Sipe, Professor of Physics

- 2:00 P. M. "Trends in Meeting Individual Differences," Introduction and Summary by Chairman
 Panel: Dr. Nicholas Hobbs, Professor of Educational Psychology and Chairman of the Division of Human Development and Guidance
 Dr. Lloyd Dunn, Associate Professor of Education and Coordinator of Special Education
 Dr. Jean Jordaan, Associate Professor of Psychology

Thursday, July 31 - Presiding, Dr. Harold Drummond, Professor of Elementary Education

- 10:00 A. M. "The Effective Elementary School," Dr. Joyce Cooper, Professor of Elementary Education, University of Florida

- 11:00 A. M. "Comments and Questions," Panel to Be Selected

Friday, August 1 - Presiding, Dr. E. L. Lindman, Chairman, Department of Education

- 10:00 A. M. "The Profession and Educational Change," Dr. Quill E. Cope, Commissioner of Education, State of Tennessee

- 11:00 A. M. "Comments and Questions," Panel to Be Selected

- 2:00 P. M. "Educational Leadership and Educational Change," Dr. John H. Fisher, Superintendent of Public Instruction, Baltimore, Maryland

Second Week

During the second week opportunities will be provided for further study of ideas and problems presented during the conference week and study of problems of special interest to participants. Each day a lecture and discussion will be held on one of the following topics:

Developing a Child Study Program
 Child Study--A Basis for Program Planning and Pupil Guidance and Counseling
 Appraising and Improving the School Curriculum
 Appraising and Improving the Quality of Teaching
 Leadership Roles for Improving Instruction--Superintendent, Supervisor and Principal

A special feature of the workshop during the second week will be a clinic for beginning principals. A permanent leader will be assigned this group, and it may devote all or any portion of its time to the study of problems of special interest to the beginning principal. Other work groups will be formed on the basis of special interest or jobs and positions of

participants. Available to consult with these groups will be:

Dr. William Alexander

Dr. Jack Allen

Dr. Claude S. Chadwick

Dr. Harold Drummond

Dr. Lloyd M. Dunn

Dr. E. L. Lindman

Dr. Worth McClure

Dr. W. D. McClurkin

Dr. H. Craig Sipe

Dr. Maycie K. Southall

and others from the Peabody summer school faculty.

APPENDIX F

A REPORT ON OBSERVATION IN THE
OHIO UNIVERSITY HIGH SCHOOL - April 8-11, 1957

- I. Classes observed:
 Grades 1, 2, 3, 4, 5, 6, 7, 8
 American History, Nature of Proof, 12th Core, English Workshop,
 Chemistry, Algebra 2, Biology, Related Arts, Physical Education.
- II. Those making the observations:
 1. Lee Tarver, Principal, Collinston High School
 2. C. W. Montgomery, Principal, Mer Rouge High School
 3. Bob Lively, Teacher, Bastrop High School
 4. Carl Long, Teacher, Bonita High School
 5. J. P. Causey, Supervisor, Morehouse Parish Schools.
- III. Some other activities:
 1. Conferences with Director of University School and Coordinator of Instruction - both individual and group.
 2. Conferences with pupils.
 3. Conferences with individual teachers.
 4. Conference with Coordinator of Curriculum Development and Research.
 5. Attended Student Council
 6. Attended elementary school assembly
 7. Attended meeting of the curriculum theory group
 8. Attended counselors' meeting (each core teacher in grades 7-12)
 9. Attended elementary staff meeting (K-6) planning a music workshop.
- IV. Some of the best things we saw:

Guidance: The guidance program is organized to encompass every pupil and every teacher in the entire school and is actively carried on by all teachers. Anything that may benefit a child is considered guidance. The child is dealt with as an individual. Pupil orientation is carried on by the home room teacher in the elementary school and by the core teacher in Junior High and High School.

Working up a student's schedule is done by the core teacher through conference with the pupil and parent. Some of the special student activities may be initiated by the student, parent, and teacher. This is done during the spring quarter.

Testing of students is arranged for by the coordinator and performed by Ohio State University. Results are kept on file in individual folders in a centrally located office. Only teachers have access to the files.

Individual differences are taken care of in various ways. The gifted child may be given advanced work in college freshman level in Ohio State University. Differences are also provided for by the individual teacher on levels. (5th grade teacher had reading level of 10th grade to 3.8)

Problems of discipline in the high school are handled by the teacher who may refer problem to the core teacher or coordinator on grade staff. They all work in conjunction with each other. If the classroom teacher cannot handle the problem, the core teacher is consulted; if nothing is accomplished this way the coordinator is called in and a grade staff meeting of all teachers who teach the student is called and each teacher is given notice a week in advance so as to enable her to bring all available information and the problem is discussed and recommendations made.

Conferences with parents is a must at University High. The parent agrees to this before his child is accepted in the school. Usually one individual conference per quarter with each parent attending is held. Also a meeting of every parent of every child is held by an elementary teacher once quarterly.

The staff of the High School includes a doctor and a school nurse who are occasionally brought in to the meetings in which various problems are being discussed. Heretofore the psychiatrist and psychologist of Ohio State University have helped with the emotionally disturbed child and have recommended therapy for any maladjustments.

Pupil-Teacher Planning. In the University School, pupils and teachers jointly plan almost every conceivable kind of learning experience.

A second grade teacher and her pupils planned a letter to parents inviting each to visit a play that had been jointly planned. Here costumes, scenery, music, dances, and lines were planned together. Children's ideas were important and teacher was one of the group, a leader but she did not dominate it. The group planned how to provide for the members who were absent and good-naturedly censored two who were tardy.

Fifth grade standardized reading tests scores show ranges of 10.6 to 3.8 years. Pupils and teacher planning has provided a reading program adapted to the individual's rate, comprehension, and interests.

Introductory remarks on philosophy and purposes of the core program contain these statements: "It will make necessary a more thorough, careful, job of teacher-pupil planning if the completeness of the learning activity is to be maintained, while at the same time we give careful consideration to both the needs and interests of a particular group of students and the demands of society. . . . If we believe that democracy implies faith in living and working together for the common good then the program which will provide the greatest opportunity for living and working together toward

common goals seems most likely to achieve our objective."

Perhaps the senior trip exemplifies teacher-planning evidenced in the Lab School. One half of the senior class is to visit New York City while the other half visits Mexico City. The Mexico City group has done the following things: studied map reading of large cities; had a Mexican Envoy and his son visit the class as guest speakers, studied the U. S. relationships with Mexico past and present, learned conversational Spanish, suggested cafeteria menus of Mexican dishes, studied the culture of Old Mexico (folkways, modes, dress, religion, education, government, financial interests of foreign capital, art, music, architecture, dress, entertainment, etc.). They have learned how to obtain a passport and a visa. Letters making hotel reservations were written. Airline company representatives came to discuss fares and accommodations. (By mathematics they learned how to effect a substantial savings by going first to Canada by rail, then flying with Canadian Royal Airlines.) The group also planned and executed fund raising campaigns. Core, home arts, related arts, English, music, history, mathematics, physical education, all have contributed to this pupil-teacher planning, study, experiences, and evaluations.

The Students' General Fund amounts to an average of \$25,000 annually. (All monies raised by students including athletic events--collecting, counting, depositing, disbursing, and record keeping are done by students through good pupil-teacher planning.

Staff Planning by Secondary Counselors. A group is made up of core teachers. Each teacher acts as counselor for approximately twenty-five students.

This group took up specific problems concerning boys and girls assigned to them.

The most striking feature of the group was the willingness of teachers to give freely all of the time necessary to do a thorough job of solving problems presented to the group. They showed evidence of putting the needs of boys and girls first because all of the teachers were concerned with what the other teachers were doing in his or her class.

In the meeting each of the core teachers reported on the units they were studying in their classes and how they were going about it.

Other problems taken up were

- (1) problem children
 - a. boy who wanted to use part of school day to work
 - b. pupil behavior (conduct)
 - c. seniors who are failing
 - d. pupils who bring their friends to school to visit.

Home Arts and Related Arts

In each grade, beginning from grade one through grade twelve, all children have experiences in related arts, and home arts experiences are begun in grade seven and continued through grade twelve. In the elementary grades the classroom teacher works with her group all day. At a certain period each day she takes her group to the related arts room which is well equipped. Here the children work on the jobs they have planned in connection with the project they are working on. There is a person in the related arts room who can give assistance if needed.

We saw children working in an atmosphere of freedom and happiness where the work was usually creative. They were using clay, opaque water colors, crayon, finger paints, and wood.

Older children were doing block printing, weaving, oil painting, leather work, stenciling, and ceramics.

The most striking feature of the related arts program seemed to be that each child could express himself in his own unique way.

Evaluation of Pupil Work

- I. Classroom procedures
 - a. Teachers direct classroom work in such a manner as to provide opportunities for pupils to challenge validity of statements and other pupil expressions.
 - b. Pupils avail themselves of the opportunities for challenging other pupils when they give doubtful information or known misstatements.
 - c. Classroom evaluation is done by the group for the work of the group.
 - d. Pupils are commended for good work and are given pupil disapproval for poor work.
- II. Counselor and teacher conferences are held to evaluate the pupil's work.
- III. Parent-school conferences are held to help the student plan his high school program of studies. (This is done in the spring before pupil enters 9th grade in the fall.)
- IV. Parents are called in periodically to help in the evaluation program of studies of the work of students.
- V. Counselor meets regularly with other teachers to help evaluate the work of pupils and to discuss ways and means of getting the pupil to improve.
- VI. Opportunities are given through assemblies, etc., for pupils to

perform before other pupils and parents thereby providing situation where large groups may evaluate performance of pupils.

- VII. The school gives statement to graduates in lieu of diplomas and these contain a rather detailed statement of the performance of the pupil during his stay in school.
- V. Some practices we saw that we believe we should expand on or begin:
1. Pupils help make plans for whatever is done.
 2. The jobs that are being worked on are real and grow out of present day problems or interests.
 3. All concerned have a voice in making decisions.
 4. Opportunities are provided for students to learn self-control.
 5. Teachers know a great deal about each child and try to provide for his own individual needs and interests.
 6. The faculty meets regularly to pool all available information about an individual student, formulate cooperatively plans for helping him, and assume various responsibilities for carrying out the plan developed.
 7. The faculty meets regularly to share with one another what each one is working on, the ways he is working, and things he is doing. Each one helps one another if an opportunity presents itself.
 8. Many and varied opportunities in all phases of the school life are developed for children to learn by doing. Much leadership is developed.
 9. The classroom teacher assumes the responsibility for the guidance of the students in her classes, sharing this responsibility with other staff members who work with these students.
 10. Music and the related arts are an integral part of everything that is done. The creative part is encouraged.
 11. Homework that is assigned for pupils to do at home is individualized according to each student's needs.
 12. Each classroom is made up of students at different levels of ability. The teacher works to meet the needs of the individuals in the group.
 13. The faculty works together as a unit. Problems are worked on cooperatively and decisions arrived at democratically. There seems to be a feeling that no amount of time is too great to spend or no amount of effort is too great to expend if it will help one student.

14. Classroom teachers work in a relaxed, tension free atmosphere. They never seem to be pushing or conscious of time. They speak softly and quietly at all times, only loud enough to be heard by those who need to hear. They do not see their role as "dispensers of knowledge."
15. Teachers use a great amount of patience in working with children who are especially "trying" at times.

PLAN FOR VISITATION, OBSERVATION, AND STUDY IN
SELECTED SCHOOLS - 1957-1958

January 13, 1958

I. Number going

- A. The allotment this year will permit approximately twenty-five (25) people, or five (5) cars of five (5) passengers each, to make the trips.
- B. It is recommended that this be allotted as follows:
 - 1. One car for Central Junior High School
 - 2. One car for Bastrop High School
 - 3. One car for Mer Rouge, Oak Ridge, Collinston, and Bonita High Schools
 - 4. Two cars for elementary grades

II. Criteria for selection

- A. The committee recommends that selection of persons for making the trip be made by the following criteria:
 - 1. The person should really want to go. He or she should have a strong interest in this project.
 - 2. The person should have the ability to share the many benefits of the visitation and observation; and should be willing to render real help after returning.
 - 3. The person should be in the Morehouse Parish School System at least another year (through 1958-1959).
 - 4. The person should agree to do adequate pre-planning.
 - 5. The person should agree to assist in the writing of a complete report of the visitations, observations, and studies of the trip.

III. Where and When

- A. Your committee is now in the process of compiling a list of recommended schools. Recommendations will be based largely on opinions of well-known consultants and reputable professional people. The schools will be carefully selected.
- B. Each group will select, from this list, the school system it wants to visit.
- C. Each group will decide exact dates of its trip and make other necessary arrangements.
 - 1. Each group will want to contact the officials of the system selected and make plans with them.

IV. Information Needed

Please tear off this part and return to L. P. Resweber, Junior High School, Bastrop, Louisiana, within one week:

1. Name of School _____

2. These people are interested in making the trip:

<u>Name</u>	<u>Grade or Subject</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. These are willing to furnish a car:

VISITATION-OBSERVATION COMMITTEE

L. P. Resweber, Chairman

APPENDIX F

SCHOOLS OR SCHOOL SYSTEMS RECOMMENDED FOR VISITATION

1. Springfield Public Schools, Springfield, Missouri
2. Ohio State Laboratory School, Columbus, Ohio
3. Fayette County, Lexington, Kentucky
- (Note: Above three systems were visited by various groups in 1956-1957.)
4. Evanston Township High School, Evanston, Illinois
5. Denby High School, Detroit, Michigan
6. Edsel Ford High School, Dearborn, Michigan
7. New Trier High School, Winnetka, Illinois
8. Burriss Laboratory School, Muncie, Indiana
9. Prince Georges County Public Schools, Upper Marlboro, Maryland
10. Oak Ridge Public Schools, Oak Ridge, Tennessee
11. Arlington County Public Schools, Arlington, Virginia
12. South Dade High School, Homestead, Florida
13. Webster High School, Tulsa, Oklahoma
14. Fletcher High School, Jacksonville Beach, Florida
15. Manhasset High School, Manhasset, Long Island, New York
16. Scarsdale School System, Scarsdale, New York
17. Indian River School for Boys, Indian River, Alabama
18. P. K. Yonge Laboratory School, Gainesville, Florida
19. St. Louis Public Schools, St. Louis, Missouri
20. Public Schools, University City, Missouri
21. Shelby County Public Schools, Alabama
22. Maury Elementary School, Richmond, Virginia
23. High Point Junior High School, High Point, North Carolina

24. Montgomery County Maryland, Rockville, Maryland
25. School District of Greenville County, Greenville, South Carolina
26. West Georgia College Area, Carrollton, Georgia
27. Western Michigan University Area, Kalamazoo, Michigan
28. Lewis County, New York, Port Leyden, New York
29. Manuel, or North High School, Denver, Colorado

REPORT OF VISITATION-OBSERVATION COMMITTEE
Morehouse Parish Schools

February 10, 1958

I. Introduction

- A. Your committee, in consultation with others, and after careful consideration, submits the following plan for the Visitation-Observation trips.
 - 1. Please review carefully the first report sent to you, which deals with criteria for selection, where to go, when to go, and so on. You are asked to be sure to adhere to these instructions.
- B. No reports were received from three schools so the committee was unable to include these in this report.
- C. If at all possible, the principal of the school should be included in the group making the trip.
- D. Where there are more wanting to go than the allotment permits, the group (or the faculty) will devise its own means for making the final selections.

II. Duties of each group chairman:

- A. To call his group together just as soon as final selections are made. (This should be not later than February 20.)
- B. To get his group to decide where it is going and to set dates for departure, visitation, and return. (Please do not visit same schools visited last year.)
- C. To see that all arrangements for the trip are made, including hotel (or motel) reservations and the like.
- D. To write to the officials of the school (or school system) to be visited for such purposes as:
 - 1. To obtain an official invitation to visit
 - 2. To set specific dates
 - 3. To indicate exact purposes of the visit
 - 4. To get handbooks, guides, and other materials from the school(s) to be visited in order to do detailed pre-planning
- E. To get his group to write detailed pre-visit plans which should include such items as:
 - 1. Detailed itinerary
 - 2. Daily schedule for each member of the party
 - 3. Responsibilities of each member
 - 4. What the group as a whole will be looking for

5. What each individual will be looking for
6. Make careful plans for writing a complete post-visit report

F. To keep the chairman of this committee (L. P. Resweber) informed in writing of each step taken as outlined above.

1. To send to this chairman copies of all plans, reports, and the like. (These are all needed for making a compiled report to the Foundation.)

Allotment and Cars:

Group A: BASTROP HIGH SCHOOL

1. Chairman of this group and to furnish car: Mr. Gene Derveloy - Driver Education and Physical Education
2. Mrs. Mattie Alice Meredith - American History and Geography
3. Mr. Opliss L. Harper - English
4. Mr. Frank Bishop - Science
5. Miss Angela Williams - Business Education

Group B: CENTRAL JUNIOR HIGH SCHOOL

1. Mr. L. P. Resweber - Chairman
2. Mrs. Willie Mae Rush - to furnish car. Mathematics and Physical Education
3. Mrs. Eleanor Barberousse - Home Living
4. Mrs. Lena Mae Montgomery - Mathematics, Science
5. Mr. James Sullivan - Music

Group C: PARISH HIGH SCHOOL CAR

1. Mr. J. P. Causey, Chairman
2. Mr. C. W. Montgomery - Mer Rouge High School
3. Mrs. Mildren Nolan - Collinston High School
4. Mrs. Hazle Mott - Oak Ridge High School
5. Mr. W. P. Smith - Oak Ridge - Principal and Agriculture

Group D: ELEMENTARY CAR

1. Mr. Philip Pfost, Chairman and to furnish car (Southside)
2. One to be selected from West Side
3. One to be selected from Central 6th grades
4. One to be selected from Bonita Elementary
5. One to be selected from Cherry Ridge

Group E: ELEMENTARY CAR

1. Mr. E. R. Barberousse, Chairman and to furnish car (West Side)
2. One person to be selected from Southside
3. One person to be selected from Mer Rouge Elementary
4. One to be chosen from Collinston Elementary
5. One to be chosen from East Side

NOTE: Groups D and E may shift or interchange passengers as they wish.

OBSERVATION-VISITATION COMMITTEE
L. P. Resweber, Chairman
Hazle Mott
Carl Long

VISITATION PROJECT

To All Going On Visitation Trips:

This is our final letter of instruction to you before you go on your visitation-observation trips. Please read carefully and follow these instructions closely:

A. Reimbursement:

1. Automobile expenses will be paid at the rate of seven cents (7¢) per mile. Be sure to keep accurate mileage reading on your speedometer.
2. Full refund will be made for your meals and room. Be sure to submit receipt for your room.
3. Submit your bill to Morehouse Parish School Board. Date properly and show all details.

B. Please review instructions given in previous bulletins to you, especially in "Report No. 2" dated February 10, 1958. Be sure to follow these closely.

C. Post-Visit Report: Submit your detailed report to me just as soon as possible after your return (not later than two weeks). This is needed for making a compiled report to the Foundation. (You might want to review some of the reports made last year.) These reports should include such items as:

1. Name and place of school system visited: Dates visited
2. Who made the trip
3. A brief summary of the pre-planning that was done for the trip
 - a. List what whole group set out to accomplish, find out, etc.
 - b. List what each individual had set up to achieve
4. How time was spent, what was done each day
5. Values gained from the trip
6. How each individual will use what he gained from the trip
7. Tell how your school will benefit from this trip
8. Tell how what you learned will help parish study groups
9. Suggestions for improving this project

We hope that you will have a most pleasant and profitable trip.

Sincerely,

VISITATION-OBSERVATION COMMITTEE

L. P. Resweber, Chairman

Hazle Mott

Carl Long

VISIT TO ELEMENTARY SCHOOLS OF RICHMOND, VIRGINIA

April 21-24, 1958

Members of visiting group:

Mrs. Opal Adair - Fifth Grade Teacher, Mer Rouge High School
 Mrs. Maud Tinsley - Third Grade Teacher, East Side School
 Mrs. Grace Greene - Second Grade Teacher, Collinston High School
 Mrs. Melba Sullivan - Sixth Grade Teacher, West Side School
 E. R. Barberousse - Principal, West Side School

Summary of pre-planning for visit:

A copy of our pre-planning was mailed to you prior to our visit.

How time was spent:

April 19th and 20th--Trip to Richmond, Virginia, arriving in Richmond about 7:00 p.m., April 20th

ril 21st--8:30 a.m. to 9:30 a.m. we met with Mr. Roy N. Puckett, Administrative Assistant to the Superintendent, who outlined his plans for our visit and gave us much information concerning the operation of the Richmond schools. He also outlined the general philosophy of the Richmond Public School System.

During this conference, we met and talked with Dr. H. I. Willet, Superintendent of Richmond Public Schools. He could not stay with us because of a meeting of the school superintendents of the State of Virginia.

9:30 - 3:00 p.m. We visited in the Mary Munsford Elementary School, enrollment about 1050, Dr. C. P. Ely - Principal

Mrs. Grace Greene and Mrs. Maud Tinsley visited in the junior primary department and the 2nd, 3rd, and 4th grades.

Mrs. Opal Adair, Mrs. Melba Sullivan, and E. R. Barberousse visited in the 4th, 5th, and 6th grades.

E. R. Barberousse had a thirty minute conference with Dr. Ely on the over-all school program at Mary Munsford.

3:00 - 3:30 p.m. Trip back to School Board Office, during which Mr. Puckett showed us some of the historical spots of Richmond

3:30 - 4:30 p.m. Conference with Mr. Puckett during which we were able to ask questions and during which he explained the program of Maury Elementary School, which we would visit the next day. He stated that Maury had recieved much national publicity, that it was an excellent school, but was not necessarily considered their best school.

April 22nd - 8:30 to 9:00 a.m. - Conference with Mr. Puckett

9:00 to 3:00 p.m. - Visited in the Maury Elementary School, enrollment about 490, Miss Etta Rose Bailey - Principal.

Mrs. Grace Greene, Mrs. Maud Tinsley, and E. R. Barberousse visited in the junior primary department, grades 2, 3, and 4. We visited a fifth grade class briefly.

Mrs. Melba Sullivan and Mrs. Opal Adair visited in grades 4, 5, and 6.

The whole group had a 25 minute conference with Miss Bailey about the over-all school program.

3:00 to 4:30 p.m. We made a trip with Mr. Puckett through the Chesterfield Cigarette Factory.

April 23rd - 8:30 to 9:00 a.m. - Conference with Mr. Puckett

9:00 to 3:00 p.m. Visited in the Patrick Henry and Westover Elementary Schools. Patrick Henry has grades from the junior primary through the sixth grades and Westover has grades from junior primary through the 3rd grade. They were both under the supervision and administration of Mr. Malcolm U. Pitt, Jr., Principal. Total enrollment of the two schools was 1020.

The principal and assistant principal had worked out a plan for our visit trying to show us many of the things that we had set up as our objectives, as well as their over-all school program and several special programs with which they were experimenting. We all attended classes together, the principal and assistant principal staying with us until special club period at the end of the day. During this time, we were able to ask them any questions about their school program or what we saw in the classrooms.

3:00 to 3:30 p.m. Trip back to hotel.

3:30 to 10:30 p.m. Trip to Williamsburg, Virginia. This trip was very interesting and educational.

April 24th - 8:30 to 9:45 a.m. Conference with Mr. Puclett, Mrs. Davis, Supervisor, and Mrs. Watt, a consultant teacher. During this conference, we were able to ask the supervisor and the consultant teacher questions about any phase of their elementary school program. They were very cordial, gracious, and informative.

10:00 to 12:00 Noon. Visited in the D.E.B. Stuart Elementary School, enrollment about 495, Miss Helen C. Phillips - Principa

Since the time was limited in this school, Miss Phillips

placed us in a grade that we would most like to see for about thirty minutes, after which she showed us through the school carrying us to many classrooms and pointing out to us some of the things the different classes were doing which she thought were outstanding.

12:30 to 6:30 p.m. Trip to Washington, D. C. We went by Mount Vernon and made a tour of Mount Vernon. It was very interesting and educational.

That Night - The Senate was in session, so we visited the Senate for about 45 minutes.

. 25th- Mr. Lipp, public relations man for Congressman Otto Passman, guided us on a tour of some of the most interesting and educational points of our nation's capitol. Among other things we visited the following:

1. Tomb of the Unknown Soldier - saw the change of guards.
2. Drove by Tidal Basin, Washington's Monument, Lincoln Memorial, Lee's Home, Marine Statue, Pan American Union Building, and the American Red Cross Building.
3. Visited the White House, the Library of Congress, Senate Office Building, and toured the Capitol Building.
4. Walked by the Supreme Court Building and The Treasury Department.
5. Visited the general exhibit building of the Smithsonian Institute.

Left Washington, D. C. at 3:00 p.m. and drove down the Skyline Drive to Waynesboro, Virginia.

. 26th and 27th - Trip back to Bastrop, arriving in Bastrop about 5:45 p.m. on April 27th.

. The school personnel with whom we worked or visited in Richmond, Virginia were very cordial and helpful. We felt right at home from the beginning.

Values gained from the trip

1. Mrs. Grace Greene - Second Grade Teacher, Collinston High School

General Values:

1. Visited in many classrooms and watched different methods and techniques being used in actual classroom situations.
2. Conferred with teachers and supervisors about methods of teaching.
3. Gathered new ideas, practices, and methods to use in my own classroom and to share with other teachers.
4. Observed the junior primary in operation at all stages,

remain with the same teacher two years.

Specific Values: In separate curriculum area

1. Reading - Reading was taught through charts, group method, individualized method, and a combination of these methods. Charts, experience and informational, were on display in most of the classrooms, grades 1-6. In some rooms group reading was in process. The teachers' manuals were used as guides. The stories were discussed and some oral reading was done. Individualized reading is used by a small percent of the teachers. It is being watched by teachers and supervisors and seems to be of great value. Under supervision of the teacher, the children choose books they are interested in to read. The teacher listens to some read while helpers are assisting in word identification. A record is kept of books each child reads. Special help with skills is given to the group when need is evidenced.

A special reading program was being tried in one school. Children in grades 4, 5, and 6 were grouped across grade lines according to reading level. Teachers, principal, assistant principal, and consultants teach different groups. Tests, readers, and work books are used.

2. Arithmetic - An understanding of numbers was being developed through the counting of actual things in the classroom. Number games were used to help drill on numbers and number facts. Number workbooks were also used.
3. Spelling - Some teachers were using words listed in the speller, others were teaching through the functional approach - selecting words from subject matter. Phonics was taught through consonant chart study, phonetic word drill cards, discussion of words with same beginning, middle, or endings as those in spelling list
4. Writing - Children change from manuscript to cursive at the beginning of Grade 3. In beginning cursive two spaces are used.
5. Music - Some teachers taught the children to sing for pure enjoyment. Others were teaching the notes and time through use of books and instruments.
6. Social Studies and Science - In most cases it seemed that these were correlated with no great distinction between the two. Science was made meaningful through experiments, micro-projector, construction of replicas of things studied about.
7. Independent Activities - Materials were easily accessible to the children. Detailed plans were made for the completion of work--writing or art work or reading. Creativity was encouraged everywhere.

8. Physical Education - Indoor and outdoor games, folk dancing, rhythms, and dramatic play are included in the physical educational program.

From my visit to Richmond Public Schools, I have a reservoir of many good ideas, methods, and techniques I observed being used in the classrooms. I plan to experiment and use many of these in my own classroom.

I will share the report of my visit with my faculty, so other teachers may obtain new ideas and methods to use.

The things I have learned will be shared with our Parish Study Group, so teachers of my grade level will benefit also.

B. Mrs. Maud Tinsley - Third Grade Teacher, East Side Elementary School

1. Our visit to the Richmond Schools was very rewarding and challenging. We saw many good things--some with evidence to prove their worth and many in the experimental stage. We saw four schools--all different. We saw principals and teachers using varied methods and programs and yet all seemed to have a high regard for all efforts being made.
2. Their philosophy is similar to ours and gives us a feeling of added strength and confidence in today's world when so much is being said contrary to our beliefs. I quote from their statements:

"We emphasize education for citizenship. Children must have time to grow into good citizenship just as they must have time to grow into competence in arithmetic or reading or any other kind of learning. Civic education is no hit or miss affair--it is a carefully planned program which begins when a child enrolls in school and continues throughout his school career."
3. We spent four days with a friendly administrator, dedicated teacher, happy children--all working together to do a good job.
4. Busy, happy children move about in a quiet, orderly manner. Discipline seemed no problem.
5. A great deal of art and other work done by the children, all well labeled in good manuscript, was on display in the rooms and hall. I'm sure that it provides learning experiences for other children and encourages those who did the work.
6. Teachers here are doing a good job by working together--sharing their special skills.
7. They began early to interest children in reading and provide experiences to insure readiness.
8. Music and art afforded excellent opportunities to develop the child's creative ability.

9. Many opportunities for teaching the skills other than regular periods were provided by alert teachers.
10. Richmond schools believe and observe these laws of growing and learning:
 1. "Children are most concerned with the problems that touch their daily lives."
 2. "Children develop in the course of time, a need for deeper, broader knowledge for order, reason, and truth."
 3. "Children reach out for knowledge for which they feel a need."
 4. "Children grow mentally in ability to see relationships between personal problems and the larger problems of community, nation and world."

C. Mrs. Opal Adair - Fifth Grade Teacher, Mer Rouge High School

Some conclusions I reached:

1. More is accomplished and there is greater satisfaction in the system where you find a "working togetherness." This seems to be the prevailing idea between teachers and parents--also consultants and teachers. They worked together, respecting each other.
2. That the method or technique is not the most important thing about teaching, but the rightness of each in a situation.
3. That the spirit of the administration can set a pattern of the fellowship of the teachers.
4. That children need many opportunities to be creative and to carry out individual ideas.

D. Mrs. Melba Sullivan - Sixth Grade Teacher, West Side Elementary School

1. I was impressed by the atmosphere which existed in all the schools we visited. There seemed to be true "Democracy in Action."
2. Each teacher was doing an excellent job of providing for individual differences. All children seemed to be doing their best because they were interested in what they were doing.
3. I was amazed to find that experience charts were used in the sixth grade for a group of students who were not advanced in reading. These charts were usually related to science or social studies.
4. Each school had a central library where children could go at regularly scheduled times to select books.
5. The social studies curriculum is primarily the same as ours for grades 4, 5, and 6 except a course in Virginia history was taught

in the fourth grade. Field trips were taken in the city of Richmond as well as to other places outside the city to make their history more meaningful.

In science the main purpose was to develop scientific concepts--both physical and biological. Interesting units were being taught even in the primary grades. A local television station had given the Richmond schools a thirty minute period of time each Monday morning which at the present time is being devoted to science. Most schools (all except one) have at least one TV set and take part in this program.

6. Interesting displays, models, pictures, charts, etc. are arranged throughout the schools in correlation with studies or units of work in science and social studies. Another thing which I thought was particularly good was a show case in the lobby of the School Board Office in which a display was placed each week by a different school. Creative art work was displayed during the week we were there but it could be adapted for science or other subject areas.
7. The physical education program was extensive and well balanced--with time being spent on large and small group games, rhythmical activities, and stunts and pyramids. Each school had an asphalt play area to facilitate play at all times except during the time it was actually raining. A play room was available in each school for inside activities. There was also a play area which did not have an asphalt surface where children could play when the weather permitted. The state requirement for physical education is thirty minutes per day.
8. I did not have an opportunity to actually visit a music class but I talked with one assistant principal about their music program. This particular school had a fifth and sixth grade chorus, not a selected group, but children who selected choir from a number of other club activities. The first period in the day was departmentalized and children of the intermediate level could take special classes such as chorus, foreign language, special science class, etc. Other than this chorus, each classroom teacher was responsible for teaching her own music. Every room had a phonograph and some rooms had a piano.
9. Each classroom was well equipped with facilities for teaching art, music, science, and social studies, and there was plenty of storage space for everything. Each room was equipped with a sink and movable furniture. There was ample room for reading corners, and displays of all kinds. No one seemed crowded.

E. E. R. Barberousse - Principal, West Side Elementary School

1. In comparing their system with ours, I found that their philosophy generally is about the same as ours.

- a. They believe in teaching democracy and citizenship by practicing them in the schools and in the classrooms.
 - b. They believe in the worth of each child as an individual personality and strive to meet the needs of each child.
 - c. They believe in a flexible program from school to school, classroom to classroom, and flexibility in the daily schedule, when needed, within the classroom. The principal and his staff are free to organize and operate their school to meet their children's needs as they see and understand them--organizing and operating under common understanding, principles and general philosophy determined by all administrative and supervisory personnel.
 - d. They believe in teaching the fundamentals in all subject areas. Although there were no specific guides as such, one supervisor explained that fairly definite areas or units of study were carried-on in social studies and science and that the other areas had fairly definite goals. By observation we could say that the fundamentals were certainly being taught well.
2. The visit made me appreciate even more the outstanding teaching that is going on within our own system. Although every teacher I visited was doing an excellent job of teaching, I have observed as good or better teaching in our own system.
 3. I was impressed with their outstanding art program. Art and handicrafts were integrated and correlated with all subject areas, especially social studies, science, and language arts. Each classroom was well equipped for art with plenty of art supplies, sink, and storage space.
 4. The Junior-Primary departments, kindergarten through first grade, were well equipped with all types of materials for teaching art, handicrafts, muscular coordination, etc. Play areas were arranged and children were engaged in many worthwhile activities during which they were taught to share, to get along with each other, to listen, to take part in discussions, to help plan, and to begin to learn to read through a seemingly thorough reading readiness program. Even kindergarten children visited the library periodically to check out books which they could carry home to be read to them. As a child showed an interest in learning to read, he was allowed to begin to read with individual instruction. In this department a teacher would begin a kindergarten group and keep that group for two years, through the first grade.
 5. In grades two through six, some teachers taught reading by groups, others by the individualized reading method. I was impressed with finding experience charts being used to teach slow learners to read in the fifth and sixth grades.
 6. I observed several science classes which had and were carrying

out excellent units on physical science. A second grade class at the Stuart School had just completed a unit on magnetism and electricity and had planned a program to show their parents what they had learned. They went through their program for Mrs. Greene and me, performing experiments and explaining what they had learned, amazing me with their understanding of good scientific concepts.

7. Inside play areas for rhythmic activities were provided in each school as well as outside play areas for other physical education activities. Each school had part of the physical education play area asphalted. These areas could be used for outside activities except when it was actually raining. Physical education was scheduled throughout the day in order to make the best use of playground areas.
 8. Most classrooms had their own record player and records. Record players and records were also provided in the inside play area for rhythmic activities.
 9. The buildings were all attractive on the inside; the halls and faculty lounges, as well as the classrooms. Displays of children's work in all areas were on display in the halls, office, cafeteria, and beautifully arranged.
 10. There was evidence of some good parent-school relationships. Parents with particular knowledge and talents were used as resource people. Every Tuesday night the teacher returned to the school for parent-teacher conferences. After conferences many parents would do specific jobs for a classroom or for the school.
 11. No written reports other than letters were sent to parents before the second grade. From the second through the fourth grades only a check report was sent to parents. Formal report cards with letter grades of A, B, C, D, and E began in the fifth grade. Conferences with parents were stressed, in fact, the Maury Elementary School used parent conferences exclusively. No formal reports, even letters, were sent to parents.
 12. A part of their social studies program was the study of Richmond and the history of the state of Virginia. We examined an excellent textbook on the history of Virginia being taught in the fourth grade. Field trips, financed by student fees, were taken to various points in Richmond, to other historical points near Richmond, including all day trips to Washington, D. C. for older students.
- E. How each individual will use what he gained from the trip--how our schools will benefit from this trip--how parish study groups will be helped:

Compiled list:

1. We will try out some of the different techniques and approaches to learning in our individual classrooms.
2. We have been inspired to work harder, using the facilities available, to make our schools and classrooms more attractive.
3. We have been inspired to provide wider experiences and opportunities for children to grow.
4. We will strive to create better fellowship among our teachers.
5. We will share the report of our visit with our individual faculties and other faculties if they so desire.
6. The things we have learned will be shared in our Parish Study Groups. By sharing the different techniques and ideas in our parish groups, we feel that every school in the parish will benefit in some way from our trip.
7. We will take some of the good ideas about the over-all school programs in the Richmond Schools and adapt them for use in West Side school.

F. Suggestions for improving this project:

1. Budget the money in such a way that every individual and group going on the trip will have no doubt as to how much or what proportion of his expenses will be reimbursed. I make this proposal because there was some uncertainty among some groups as to whether the original plan of reimbursement could be followed.

REPORT OF VISITATION TRIP TO GREENVILLE COUNTY SCHOOL SYSTEM
Greenville, South Carolina

April 19-26, 1958

I. The following pre-planning was done:

A. Those who plan to go are:

1. Mrs. Hazle Mott, Social Studies, Oak Ridge High School
2. Mrs. Lucile Oliver, Eighth Grade, Collinston High School
3. Mr. James Bonsall, Seventh Core and Mathematics, Central Jr. Hi
4. Mr. Dewayne Haynes, Seventh Grade, Bonita High School
5. Mr. J. P. Causey, Supervisor, Morehouse Parish Schools

B. Where we are going:

To visit public schools in Greenville County, South Carolina

C. When we are going:

Leave Bastrop, April 19, 1958

Arrive Greenville, South Carolina on April 20, 1958

Observe in schools April 21 - 25, 1958

Arrive in Bastrop on April 26, 1958

D. Some purposes of the observation:

1. To compare our beliefs, organization, and methods with the visited system
2. To obtain new ideas and understandings
3. To study this system with the view of securing help for strengthening our own school system

E. What we want to find out:

1. What opportunities do teachers have for growing and developing?
2. What is the in-service education program? How does it function?
3. How do the supervisors work in the schools?
4. What is the role of the principal in the improvement of instruction?
5. How are the needs of each student cared for?
6. What guidance is provided for individuals?
7. What part do the students have in helping plan their experiences?
How does the teacher help boys and girls plan?
8. What kind of rich program of living is provided for each pupil?
9. What opportunities are provided for pupils to be creative?
10. What opportunities do pupils have to work on real problems?
11. What are the various ways students use in presenting their findings to the group?

12. To what extent do students have a share in selecting jobs to do which seem important to them.
13. How are the teachers helping boys and girls improve in oral and written communication?
14. How is the classroom made a stimulating and challenging environment for each student?
15. How does the teacher provide experiences for each student in his class that not only fits his level of ability, but his own peculiar interests?
16. What opportunities are provided for students to develop leadership qualities?
17. What part do students have in evaluating? How is it done?
18. What is being done for the especially gifted? How?
19. What instances of creative teaching did you see? Why did you think it was creative?
20. In what ways do parents and teachers work together?
21. How were teachers helping children achieve a worthy self-concept?
22. What is the school doing to improve living in the community?
23. What kinds of groupings are used?
24. How is reading taught? What is done to help children who have difficulty in reading?
25. What teaching aids are used effectively?
26. What reporting system to parents is used?
27. Are there written guides, and if so, who prepares them?

II. What the members of the group did:

1. Met with the Coordinator of Instructional Services and the seven supervisors. Developed a flexible program for the week.
2. Toured the East North Street Elementary School, a large new school.
3. Ate lunch each day in the school lunch rooms.
4. Toured the Lincoln Elementary and High School, a new Negro school.
5. Attended the County Planning Committee meeting.
6. Attended a day's observation by a group of teachers in the Skyland Elementary School. Observed a seventh grade lesson.
7. Observed in the Hollis Elementary School.
8. Toured the Monaview School.
9. Observed in the Hughes Junior High.
10. Observed in the Greenville Senior High School.
11. Observed in the Greer Senior High School.
12. Observed in San Souci Junior High School.
13. Observed in Travelers' Rest High School.
14. Attended a musical program given by the Indian Springs School for Boys, Alabama.
15. Visited the Materials Bureau in the Parker High School.
16. Met with the Superintendent, Co-ordinator, Supervisors, and Art Director on Friday morning to discuss the observations.

III. Some practices observed in the Greenville County Schools which the group recommends for special consideration in the Morehouse Parish Schools:

1. Teacher Observations

Each teacher spends one day a year in observation. The observations are done by groups of teachers. Much pre-planning is done with the help of a supervisor who works with the teachers who do the observing, as well as with the teachers who are being observed. The group spends a day in a selected school, visiting all classrooms for a short period and then spending a longer period of time in one room. The afternoon is spent in discussing the good things that have been observed, asking questions, and sharing ideas.

2. Art

Art work of children was found in abundance in every classroom we visited. The quality was superior. It was displayed artistically in the classrooms, halls, lunch rooms, entrances, in fact everywhere we went we saw beautiful art work. Art permeated everything that was done.

There is one person who is Director of Art. All art work in the classrooms is carried on by the regular classroom teachers. The Director of Art helps teachers through workshop methods, by circulars from the office, and by helping teachers secure adequate materials, and by helping teachers learn how to use and care for these materials properly.

3. Centers of Interest

Every room is organized into centers of interest or special work centers. These are some of the most common centers of interest found in all classrooms: Science, Library Center, Arithmetic, Paint Center, Music Center, Devotional Center, Interest Center, Clean-up Center, Odds and Ends Center, etc.

Each center contained much material, well organized and neatly labeled. Everything had a place and each thing was in its place when not in use.

4. Attractive Schools and Classrooms

Excellent housekeeping practices were observed in all schools. Every place was clean: in fact spotless.

Committees of children and teachers had made the entrances, hallways, lunch rooms, and every spot in the buildings attractive. Exhibits, children's work, materials, etc. were displayed artistically. These exhibits and children's work are changed frequently.

The classrooms were especially attractive, colorful, livable, interesting, and challenging.

5. Charts

In every classroom, from grade one through high school, charts, made by pupils and teachers, were used to help pupils develop

independence and to supply additional information. There were records of experiences. On some charts were guides for doing certain things which could be used, also for evaluation purposes. Some charts contained questions asked by pupils with the pupil's name by the question he had asked. There were charts of information gained from wide reading and written in the words of the children. All charts were written in beautiful manuscript and many of the charts had been done by the pupils.

6. Uses of Waste Materials

Much use had been made of waste materials. Pasteboard boxes of the proper size had been secured, cut, and painted to match the color scheme of the classroom. Pupils' individual folders were placed in the boxes alphabetically. Each pupil had a folder for each subject.

Another example was a pasteboard box which held twelve shoe boxes. This stood up on its end. Each shoe box was painted and on the end neatly printed in large letters was the contents of the box. Everything was neat, well-made, artistic, and served a useful purpose. They do not have as much money as we do and have been forced to be resourceful.

7. The Scientific Approach to Learning

In all classrooms, from grades one through high school, the teachers use the scientific approach to learning. Briefly this is the method used:

When the children begin to work on a topic or problem they state all the things they think they know about it - as, "What we think we know about Brazil." The child's name is listed by his guess. These statements are printed on a chart. They then make another chart on "What we want to find out about Brazil." They then begin to do research either to verify the statement or guess or disprove it. After completing this step they summarize their findings on a chart, "Facts We Have Found Out About Brazil." Two other charts are used: Sources of Information and Our Research Committees.

Some advantages of the Scientific Method

1. It provides for cross section grouping based on interest rather than ability.
2. It has wide appeal for children.
3. Teacher and pupil interest is greatly increased.
4. It allows children to work as the scientist does - beginning with the known, or what is thought to be known.
5. Children have increased opportunity to work "on their own" - to locate material, to report, to organize, to evaluate.
6. It is satisfying to the group.
7. It stimulates thinking and sharing.
8. It aids in problem solving.
9. It adds life and zest to a group closely bound to a textbook.

10. Even short list of "guesses" on the "WHAT WE THINK WE KNOW" chart will "open up" the subject sufficiently.
11. It is one means of "stretching" all children - including the gifted.

8. Guidance

One person in the central office works with the schools on guidance. Good teachers in the junior and senior high schools have been selected and relieved of some of their teaching duties. They usually teach two periods a day and work in the area of guidance the other periods.

Excellent cumulative records are kept. In the elementary grades each classroom teacher is the guidance person. Teachers in Greenville have been engaged in the Child Study Program for many years. Their cumulative records reflect the understanding gained from their study. Information is recorded in six areas: the physical, affectional, peer group, socialization, self-development and self-adjustment. These records follow a pupil into high school and are used there.

9. Creative Writing

Creative writing is stressed throughout all the grades and high school. The children had done much creative writing. They seemed to get a great deal of pleasure doing it. We saw many examples of excellent creative writing.

Some of the purposes for creative writing are:

1. To provide an outlet for the release of inner tensions.
Acts as a safety value.
2. To provide a means by which a teacher can come to better understand a child's feelings and needs.
3. To give the teacher a clue to the child's interests and abilities.
4. To give the teacher opportunity to discover and encourage talent.
5. To develop an appreciation of authors as real people.
6. To give the shy child a means of self-expression.
7. To develop a means for enjoyment.
8. To teach boys and girls sincere cooperativeness when working to improve expression of ideas.
9. To develop the child's ability to give and take constructive criticism.

10. Good Manners

The good manners of the children were outstanding. It was evident that politeness, courtesy, and all the social graces were a part of their every day living. No opportunities were lost in teaching good manners. Children used their good manners throughout the day in real situations. Their in-service program is centered on improving ways of working

11. Better School Homes for Children

The new schools which have recently been constructed in Greenville County provide excellent places for children and teachers to work and learn. The cost has been kept low, but many good features have been provided in the classrooms by cutting down costs in other ways. An educational consultant is employed to work with the architect. His fee is one-half percent of the cost of the building. This sum is deducted from the amount paid the architect. The advice of an educational consultant is secured without any added cost to the school board. An educational consultant to the architect in the Greenville County school system has contributed greatly to the comfort, convenience, attractiveness, and usefulness of every classroom.

VITA

John Perry Causey

Candidate for the Degree of
Doctor of Education

Thesis: THE IMPROVEMENT OF AN IN-SERVICE EDUCATION PROGRAM THROUGH
THE USE OF FOUNDATION FUNDS

Major Field: Education

Biographical:

Personal data: Born in Morehouse Parish, Louisiana, June 28, 1907,
son of Bun Perry and Minnie McGinty Causey.

Education: Attended grade school in Beekman, Louisiana; graduated
from Bastrop High School in 1924; received the Bachelor of
Science degree from George Peabody College for Teachers,
with a major in English, in August, 1932; received the Master
of Arts degree from Teachers College, Columbia University,
with a major in elementary education, in August, 1936;
completed the requirements for the Doctor of Education degree
in May, 1959.

Professional experience: Teacher of English in the Sunny Hill
High School, Louisiana, 1926-27 and 1927-28; teacher and
principal in the Hughes Chapel elementary school, 1928-29
and 1929-30; teacher in the Bastrop Central Grammar School,
1930-31; principal of the Bastrop Central Grammar School,
1931-37; supervisor of elementary schools for the State of
Louisiana, 1937-40; instructor at Louisiana Polytechnic
Institute, 1940-41; principal of the Oak Ridge High School,
1941-55; presently serving as supervisor of instruction for
the Morehouse Parish schools.